



# Trauma-informed Practices

Oct 22, 2020

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## WELCOME

# AGENDA & GOALS FOR TODAY

**General Goal**: Learn about how two communities in the 60 by 25 Network are implementing trauma-informed practices in partnership with the Illinois Federation of Teachers and other community partners

- Learn about the communities and the school districts
- Receive resources, hear about lessons learned and adjustments made in light of COVID-19, remote learning and racial unrest

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## **EAST ST. LOUIS DISTRICT 189**

Barbara Outten - Academic Interventionist (teacher)

Dr. Tiffany Gholson - Director of Parent and Student Support Services

Wyvetta Granger - Executive Director, Community Life Line

## **TOWNSHIP HIGH SCHOOL DISTRICT 214 in the NORTHWEST SUBURBS OF CHICAGO**

Jim Arey, President of District 214 Education Association of Local 1211 &  
Social Science Teacher

Ray Galarza, Social Worker at Elk Grove High School

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# TRAUMA – INFORMED PRACTICES & SUPPORTS

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GREATER EAST ST. LOUIS COMMUNITY



Community Life Line



EXCELLENCE IN  
**ACTION**

**EAST SIDE  
ALIGNED**



## East St. Louis Community Context

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- **97.1% African American**
- **5.9% Homeless**
- **.9% English Language Learners**
- **High poverty (64.1% children live below poverty line)**
- **High per capita violent crime & homicide “most dangerous city”**
- **Adverse Childhood Experiences**
- **Incarceration; domestic violence; medical conditions; housing challenges; single-parent homes & grandparents as guardians**



# **TRAUMA TRAINING PARTNERSHIP**



**East St. Louis School District 189**

**East St. Louis Federation of Teachers  
Local 1220**

**Illinois Federation of Teachers**

**East Side Aligned**

# TRAUMA TRAINING

OJJDP  
*Working for Youth  
Justice and Safety*

FUTURES  
WITHOUT VIOLENCE

DEFENDING  
CHILDHOOD  
PROTECT HEAL THRIVE

**To help build trauma informed school communities, Futures Without Violence (FUTURES) in partnership with the Office of Juvenile Justice and Delinquency Prevention and several national partners, including the American Federation of Teachers (AFT), developed a two-day curriculum for multi-disciplinary school-based teams to learn the core elements of how to respond to trauma and foster healing.**



# TRAIN-THE-TRAINERS

- A 3 day train-the-tainer training was held at the IFT Office in Fairview Heights in 2018.
- Each school building sent a team of 4 to become trainers.
- The teams had an administrator and 3 union members representing various positions.

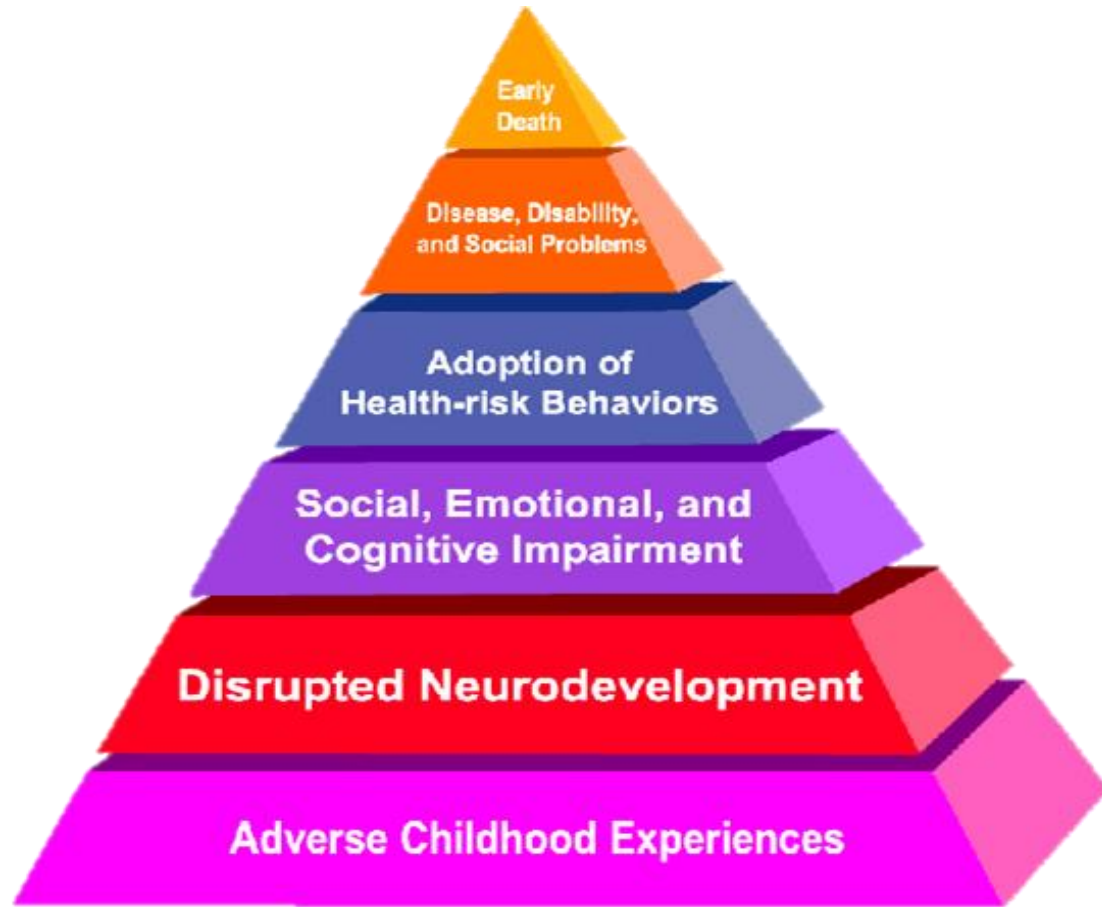




# **DISTRICT-WIDE TRAINING**

- **2 half days and 1 full day**
  - **April 2018, August 2018, and September 2018**
- **Targeted all School District 189 employees who worked in the schools with students**
- **Over 540 people within the School District 189 were trained**

# TRAINING COVERED



- Readiness -Trauma Sensitive School
- Trauma
  - Risk Factors
  - Trauma and Sources of Trauma
  - Adverse Childhood Experiences (ACEs)
  - Trauma Impacts the Health, Brain, Relationships, and Learning
  - Triggers /Fight--Freeze--Flee

# **TRAINING COVERED**

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- **Hope -- How Children Heal and Thrive**
  - **Combination of protective factors**
  - **One stable and committed relationship with supportive adult**
  - **Simple everyday gestures**
- **Self-care and Awareness**
- **Trauma Informed School Community**
- **Historical Trauma, Race and Intersectionality**

# TRAINING COVERED

- **Building a Trauma Informed Community**
  - **Effective Behavior Management**
  - **Restorative Justice**
  - **Change in Perspective**
    - **What's wrong with you? ➡ What happened to you?**
    - **Goal -- react and punish ➡ encourage and promote**
- **Systems Change -- Changes Need to Occur**

# IMPACT OF TRAINING

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- They felt that we were all in this together
- Change in mindset -- Restorative
- Office referrals dropped
- School suspension rate dropped
- Self Care
  - Checking on colleagues
  - Tapping out when needed
- Check and Connect for all students



*All children and youth feel and are safe* was identified as the number one priority within the East Side Aligned Roadmap. In response, community stakeholders developed the **FIRST STOP Plan to Reduce Youth Violence and Victimization.**



## **NOVEMBER 2018**

**School District 189, Local 1220, and IFT, teamed up again to present to the broader community at East Side Aligned's annual rally: *Working Together for Youth*.**

- **2 break out sessions**
- **72 participants**
- **Highlighting the training that took place within the School District 189**





## RESPONSE FROM THE COMMUNITY

- “Amazing that an entire district is doing trauma informed training.”
- “Empowering parents in this process.”
- “My reaction is to note that the question is not what’s wrong with you, but what happened to you. That’s the key to beginning to address what we can do. The video of Unique was inspiring!”

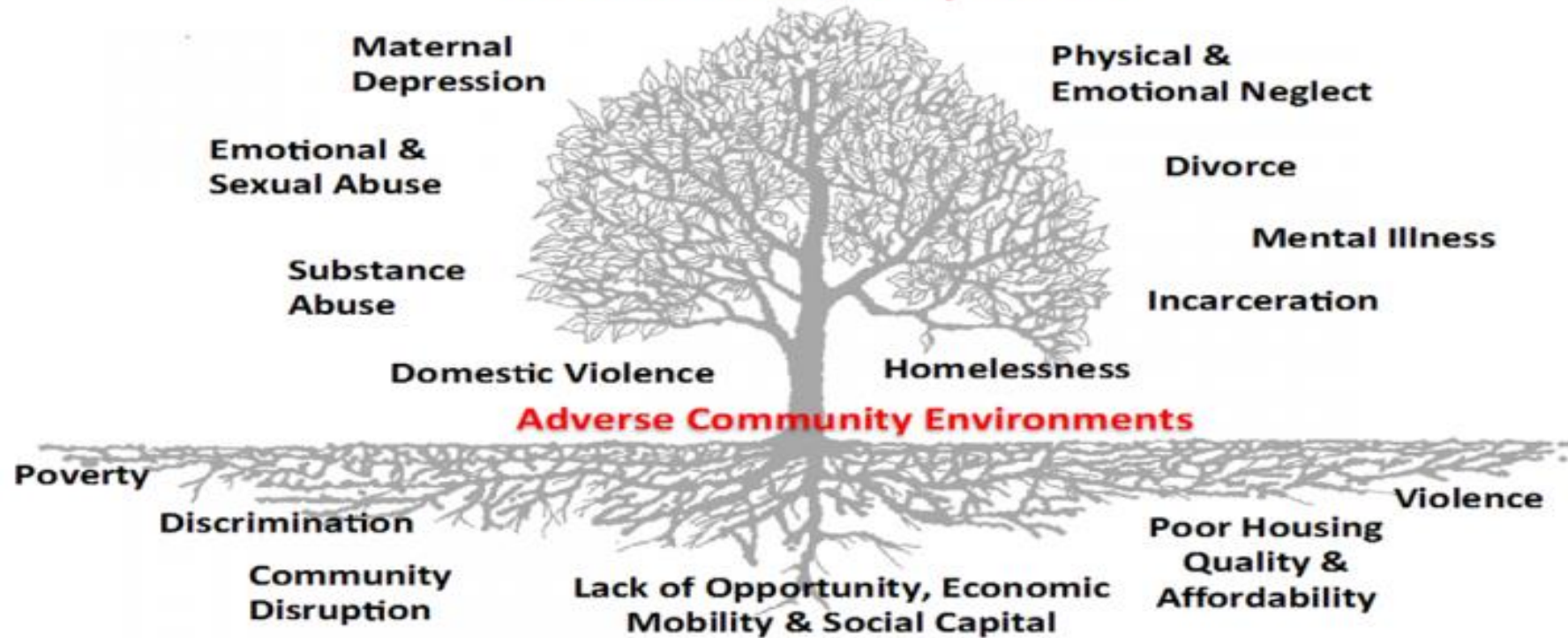
**“If a child is focused on survival, she will not be focused on education.”**

**Mental health and well-being are foundational to social and emotional adjustment and competence. Trauma and other adverse childhood experiences (ACES) can negatively affect mental health as well as academic, social, and emotional development. (CASEL, 2020)**

**Trauma-Informed Practices: We describe this as a framework that involves understanding, recognizing, and responding to the effects of all types of trauma.**

## The Pair of ACEs

### Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011



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# DISTRICT SUSTAINABILITY EFFORTS

- **SEL Specialists**
- **SEL Learning Lab**
- **Additional Support Staff in Every Building**
- **SEL Webpage**
- **Youth Voice**
- **SEL Data and Evaluation**
- **Family and Community Engagement Center**
- **SEL Curriculum--Ripple Effects**
- **School-Based Community Partnerships**





# Wraparound Wellness Center

- We will launch after-hours trauma support.
- We will provide wraparound services seven days a week in the evenings and on weekends.
- Violence interruption, education, awareness, supports for the whole family.
  - TF-CBT
  - Wraparound
  - Trauma Response Team
  - Community Partnerships
  - Youth Voice



# The FIRST STOP Plan lays out strategies under six core areas:



**Building a trauma-responsive community is at the forefront of the FIRST STOP Plan.**

**Since 2018, community members have participated in trainings to increase their understanding of how trauma impacts child development as well as build skills in fostering healing and well-being.**

# TRAUMA TRAINING BY THE NUMBERS

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500+

150+

350+

School District 189  
Personnel

Youth Development  
Professionals

Other Residents and  
Community Stakeholders

**Over 1,000 people trained and counting!**





# TRAUMA LEARNING AND ACTION COLLABORATIVE

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**Becoming trauma aware is step one.  
Step two is applying knowledge to  
change policies and practices.**

Nearly a dozen civic entities and organizations have committed to transform their institutions and participated in the Trauma Learning and Action Collaborative. The diversity of organizations is unprecedented and the push for a trauma-responsive region has been far reaching.

**The Collaborative was facilitated by  
Alive and Well Communities**

## COLLABORATIVE PARTICIPANTS

- **20th Judicial Circuit Court Services & Probation Department**
- **Catholic Urban Programs: Griffin Center**
- **Christian Activity Center**
- **East St. Louis Housing Authority**
- **East St. Louis School District 189**
- **Hoyleton Youth & Family Services**
- **Illinois State Police**
- **Join Hands ESL**
- **St. Clair County State's Attorney's Office**
- **Touchette Regional Hospital**

# COMMUNITY LIFE LINE

During the 2016-2020, we implemented the L.I.V.E. Project, which is an acronym for **Life Line Interrupting Violence through Engagement**. The **L.I.V.E. Project** aims to build community awareness of the impact of violence, foster community cohesion, coordinate resident engagement opportunities and facilitate conflict resolution strategies to reduce violence and peer retaliation.

# The L.I.V.E. Project is designed to address youth violence, domestic violence, and community violence.

## TRAINING/WORKSHOPS:

We provide trainings to youth and adults who want to gain conflict mediation and de-escalation skills and promote nonviolence in our communities.

## CASE MANAGEMENT:

Case management is an integral part of sustaining peace in our community. People need opportunities that deter them from violence and assistance in accessing and staying engaged with those opportunities.

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## **COMMUNITY OUTREACH AND RESPONSE:**

We build strong relationships with those at highest risk of becoming involved in violence and other key members of the community, to defuse and de-escalate conflicts.

## **COMMUNITY BUILDING AND ORGANIZING:**

Utilizing our “Block Party Trailer,” we support neighborhoods and community groups in hosting events to build cohesion and improve social bonds.

## **VICTIM SUPPORTS:**

We work with victims and their families, helping them get the support and services they need and walking with them through the anger and grief that often sparks retaliation.

# RESOURCES

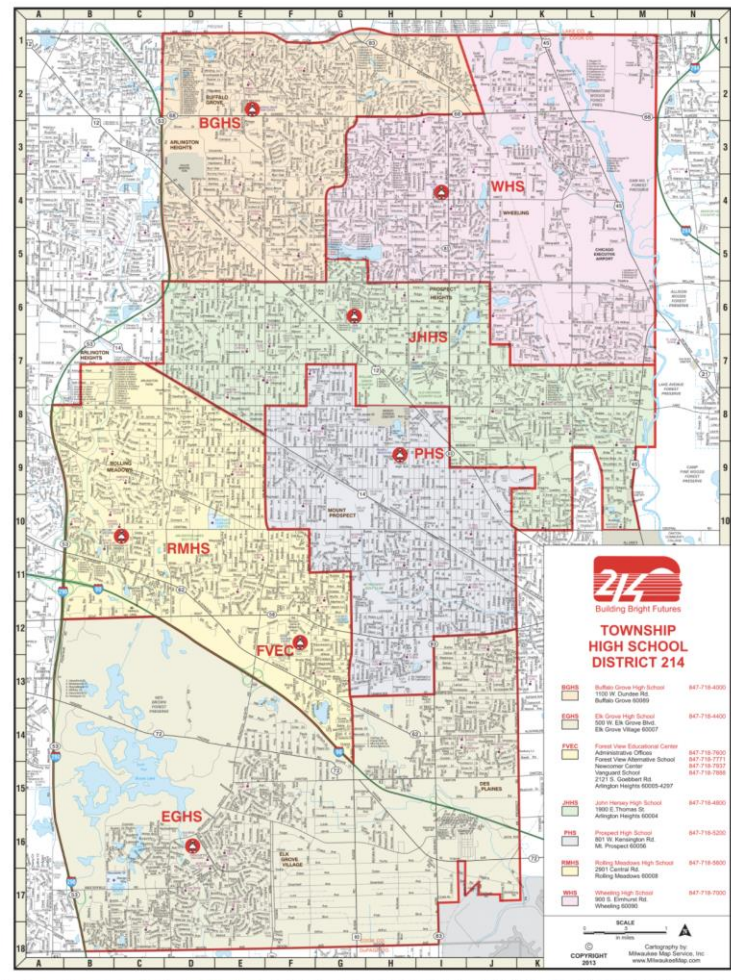
- **East Side Aligned Roadmap:** <https://www.eastsidealigned.org/the-roadmap>
- **Ripple Effects:** <https://rippleeffects.com/>
- **School District 189 SEL Webpage:** <https://sites.google.com/estl189.com/sel/home>
- **Peace Warriors** [Peace Warriors | NLCPHS](#)

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## Fast Facts

High School District 214 is the largest high school district in Illinois

Six high schools and one specialized school with six programs

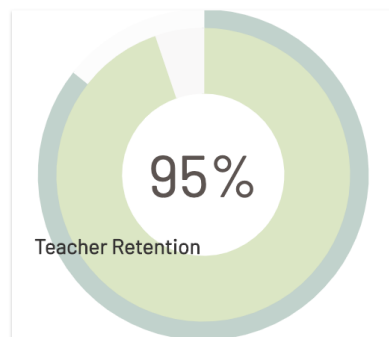
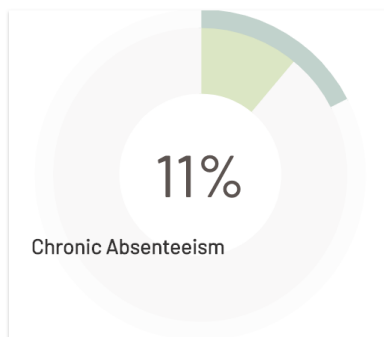
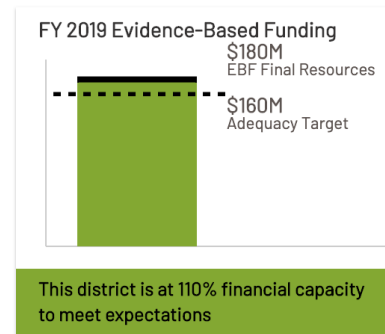
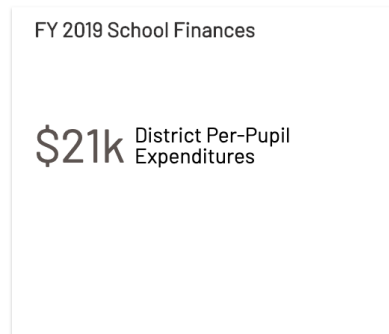
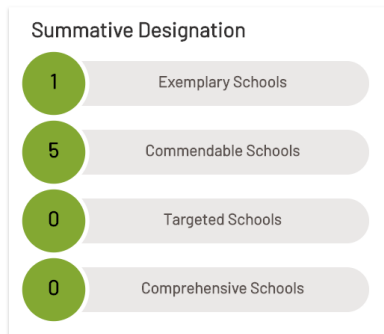
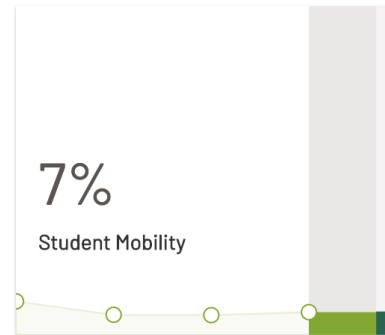
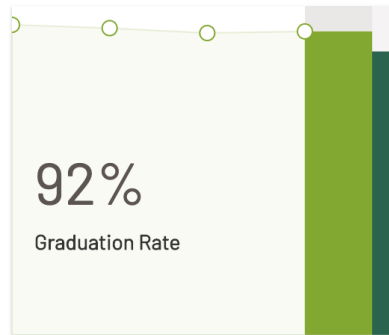
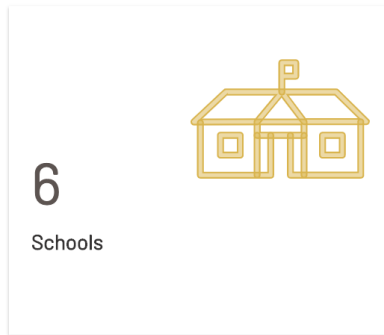
Serve about 300,000 residents in a 68.3 -square mile area

Enrollment for 2018-2019 was 12,032 in grades 9 through 12



## District Snapshot

■ District ■ State



What does it look like for trauma-informed practices to take hold in an entire school?

- Discipline Reform (SB100)
  - Optional PD: “Paper Tigers”
  - CollLab Lab discussions
  - AFT/IFT “Union Solution to Student Trauma” Training of Trainers
  - Staff-led initiatives (Sophomore Leadership Cohort, Mindfulness Wednesday, Snowball, “Cards 4 Kids”)
- 
- Training: “Community Solution to Student Trauma”
  - Community Partnerships (Communities For Positive Youth Development, AMITA, Elk Grove Village, Elk Grove Police, ENCLAVE Elk, Elk Grove Chamber of Commerce)
  - Workplace Wellness program

# District/Union (Local 1211, IFT/AFT)

- District-wide Institute Day (Curriculum from the lens of diversity, equity, and inclusion)
- “Ten Trauma-Informed Strategies to Help Students Heal” (online training)
- Weekly Professional Development
- AFT Community Schools Network
- Parent Teacher Home Visit (PTHV)
- Professional Learning (Internal University Credits)
- Equity Group (weekly and monthly meetings with superintendent)

# Classroom

“Taking a Systems Approach to Educating the Whole Child” (Source: The Literacy Organization Capacity Initiative at NORC at the University of Chicago)

Intersections of ACEs, SEL, and Trauma Sensitive Schools

Attention to academic and non-academic strategies

*The Future of Healing: Shifting From a Trauma Informed Care to Healing Centered Engagement* (Source: Shawn Ginwright | May 31, 2018)



## High school students inspire legislation to waive library card fees for students in unincorporated areas

Published: Wednesday, May 27, 2020 11:09 AM



DES PLAINES – When Daniel Salgado-Alvarez tried to visit his local library to find new reading material during summer break, he was told he'd have to pay hundreds of dollars in fees to check out a book. Stories like Daniel's motivated State Senator Laura Murphy (D-Des Plaines) to sponsor the Cards 4 Kids Act, which allows low-income students in unincorporated areas to access the resources at their local library without paying nonresident fees.

“During summer break, I couldn't go to my school's library, and I couldn't go to the public one either, because I couldn't check

anything out,” said Daniel. “I wanted to fix that.”

# Contact Information

Jim Arey

[Jim.Arey@d214.org](mailto:Jim.Arey@d214.org)

(847)309-3015

Ray Galarza

[raymundo.galarz@d214.org](mailto:raymundo.galarz@d214.org)

(847) 718-4452

Barbara Outten

[barbara.outten@estl189.com](mailto:barbara.outten@estl189.com)

Dr. Tiffany Gholson

[tiffany.gholson@estl189.com](mailto:tiffany.gholson@estl189.com)

Wyvetta Granger -

[wrgranger@newlifestl.com](mailto:wrgranger@newlifestl.com)



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**THANK YOU!**

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