

**Exploring Trauma-Informed Education in the US:
Initial Findings and Reflections**

Supplemental Materials to our final report

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WPI

These materials were created by Tyler Jones, Gaby Mazzoni, and Kate Wheeler in conjunction with Banksia Gardens Community Services. 12/11/2020

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Supplemental Materials A: Fact Sheets

Partnership For Resilience

- Location: Cook Country, IL
- Established: 2016 (non-profit corporation), 2017 (non-profit organization)
- Overview: Focuses on improving health and wellness, trauma-informed education, and family and community engagement. They do this by building local and regional partnerships and helping them bring about needed policies, offering training to help schools become trauma-informed, and sharing their model with outside organizations.
- Resources:
 - Trauma and Resilience
 - Resources for Primary Care and Wellness
 - Family and Community Engagement
 - 2016, 2017, 2018, and 2019 Conference Presentations

National Education Association

- Location: Washington DC
- Established: 2004
- Overview: An association for advocating for education professionals and preparing every student to succeed in a diverse and interdependent world. The NEA is composed of three million educators and has affiliate organizations in every state.
- Resources:
 - Trauma-Informed Schools
 - Whole Student Education
 - Positive and Just School Climate
 - Professional Learning
 - Leadership Development
 - Conferences and Events

The Trauma and Learning Policy Initiative

- Location: Boston, MA
- Established: 2004
- Overview: A partnership between Massachusetts Advocates for Children (MAC) and Harvard Law School. TLPI focuses on improving trauma-sensitive approaches, helping schools create trauma-sensitive environments, and advocating for laws, policies, and funding streams.
- Resources:
 - Helping Traumatized Children Learn Volume 1 and 2
 - Trauma-Informed Videos
 - Research and Reports
 - The Flexible Framework
 - Online Learning Community

CBHM Boston

- Location: Boston, MA
- Established: 2012
- Overview: Comprehensive Behavioral Health Model (CBHM) is a three-tier model for promoting positive school climate and social and academic success for all students. CBHM is used in 68 Boston public schools.
- Resources:
 - CBHM Fact Sheets
 - Journals/Articles
 - Resources for Schools

National Association for School Psychologists

- Location: Bethesda, MD
- Established: 1969
- Overview: The National Association of School Psychologists advances effective practices to improve students' learning, behavior, and mental health.
- Resources:
 - Trauma-Sensitive Schools

- Mental Health
- School Climate, Safety, and Crisis
- School Psychology
- NASP Practice Model
- Research Center
- Online Learning Center

National Organization for Treating Trauma

- Location: Rockford, IL
- Overview: The National Organization for Treating Trauma presents, trains, and works closely with school districts to improve their academic, behavioral, and social/emotional goals.
- Resources:
 - Trauma 101
 - Free School Trauma Assessment
 - Training Courses

National Center for School Crisis and Bereavement

- Location: Los Angeles, CA
- Established: 1990
- Overview: The National Center for School Crisis and Bereavement provides on-site and remote consultation for k-12 school professionals, recovery support after a crisis, educational resources and crisis management tools, and school staff training and community presentations.
- Resources:
 - Teacher Training Modules
 - External Online Resources
 - Listen, Protect, Connect – Model & Teach

Harvard Center on the Developing Child

- Location: Cambridge, MA

- Established: 2006
- Overview: The Harvard Center on the Developing Child's work is split into three components: conducting biological, behavioral, and social research, developing intervention strategies, and building a learning community.
- Resources:
 - Science Key Concepts
 - Innovation Key Concepts
 - Learning Community and Distributed Leadership
 - Frontiers of Innovation

University of Buffalo

- Location: Buffalo, NY
- Established: 2012
- Overview: The Institute of Trauma and Trauma Informed Care (ITTIC) provides the public with knowledge about the effects of trauma and promotes the implementation of trauma-informed care principles.
- Resources:
 - ITTIC Approach to Trauma-Informed Care
 - Trauma Talks
 - Online Modules
 - Trauma-Informed Organizational Change Manual

Wisconsin Department of Public Instruction

- Location: Madison, WI
- Established: 1848
- Overview: The Wisconsin Department of Public Instruction is a state agency that advances public education and libraries in Wisconsin.
- Resources:
 - Trauma Sensitive Schools Online (TSS) Professional Development
 - Student Services/Prevention and Wellness Resources

Lesley Institute for Trauma Sensitivity

- Location: Cambridge, MA
- Established: 2010
- Overview: The Lesley Institute for Trauma Sensitivity educates staff on the impact of trauma and introduces practices to lessen its impact.
- Resources:
 - Certificate Programs
 - Online Courses
 - Center for Advanced Professional Studies
 - Center for Inclusive and Special Education

Community Resilience Initiative

- Location: Walla Walla, WA
- Established: 2017
- Overview: Community Resilience Initiative promotes resilience and the education of protective factors, keeps kids connected to school, and works with community leaders to integrate ACE and resilience education in schools to help students and parents.
- Resources:
 - Trauma-Informed Trainings
 - Annual Conference
 - Presentations/Consultations/Webinars
 - Blog/News/Videos

Alive and Well Communities

- Location: St. Louis, MO
- Established: 2017
- Overview: Alive and Well Communities is a nonprofit organization that shifts cultures and systems and develop pathways for healing, well-being, and equality. They work in Missouri, Kansas, and Illinois.
- Resources:

- Alive and Well Community Approach
- Building Understanding/Trainings
- Activating Communities

University of California San Francisco, HEARTS

- Location: San Francisco, CA
- Established: 2008
- Overview: UCSF HEARTS stands for Healthy Environment And Response to Trauma in Schools. UCSF HEARTS collaborates with schools to foster resilience and wellness for all students.
- Resources:
 - Program Overview
 - Program Evaluation/Outcomes
 - Guiding Principles
 - HEARTS Resources

National Child Traumatic Stress Network

- Location: Los Angeles, CA
- Established: 2000
- Overview: The National Child Traumatic Stress Network was created by congress as part of the Children's Health Act. The network's goal is to improve the care of every student and move scientific gains into practice across the U.S.
- Resources:
 - What is Trauma
 - Training
 - Trauma-Informed Care
 - All NCTSN Resources

National Center on Safe Supportive Learning Environments

- Overview: The National Center on Safe Supportive Learning Environment (NCSSLE) is funded by the U.S. Department of Education's Office of Safe and Supportive Schools. NCSSLE provides training and technical assistance on bullying, violence prevention, mental health, substance abuse, discipline, and safety.
- Resources:
 - School Climate Resource Package
 - ED School Climate Survey
 - Trauma-Sensitive Schools Training Package
 - Creating a Safe and Respectful Environment
 - School Climate Measurement
 - Implementation
 - Data Trends and Indicators

Massachusetts Department of Elementary and Secondary Education

- Location: Malden, MA
- Established: 1789
- Overview: The Department's licenses educators, distributes state and federal education money, helps districts implement learning standards, oversees statewide standardized tests, monitors schools and districts, and convenes districts and individuals to share best practices. The Department also collects data to inform state and local decisions.
- Resources:
 - Students and Family
 - Educators and Administrators
 - Teaching, Learning, and Testing
 - Data Accountability
 - Finance and Funding

Mastery Charter Network

- Location: Philadelphia, PA
- Highlights/Resources:
 - Founded in 2001

- 14,000 students and 5,600 alumni
- Mission and History
- Approach
- Elementary Schools
- Secondary Schools

Knowledge is Power Program

- Location: Philadelphia, PA
- Highlights/Resources:
 - Founded in 1994
 - Offices in San Francisco, Chicago, New York, and Washington, DC.
 - 255 schools and more than 100,000 students
 - About KIPP
 - Approach
 - Schools
 - Results
 - Blog

Highlands Elementary School

- Location: Newark, DE
- Highlights:
 - Change the physical classroom - yoga mats and bolsters, natural light filters, flexible seating that allows for small movements, and cool-down corners equipped with headphones, books, and toys
 - Students practice mindfulness with breathing exercises as well as curling up into a ball and stating how they are feeling and why they are feeling that way
 - Lots of dancing
 - Found that 55 minutes of learning is a lot more effective than 60 minutes if you give up 5 minutes to have fun
 - No suspensions - Conveying the message that school is a place that will love you no matter what and you will not be forced to leave

Baker Elementary School

- Location: Brockton, MA
- Highlights:
 - Uses TLPI resources - both volume 1 and volume 2 for professional development and they use the flexible framework
 - Focuses on educating the whole child - academic, social, emotional, and behavioral well-being
 - As soon as the student get off the bus, they have a positive interaction with a teacher, someone is there to welcome each student
 - Really comes down to establishing a culture and developing a sense of family
 - After school programs
 - Each student is fed
 - Makes sure the students are calm and collected before teaching them material

Bemiss Elementary School

- Location: Spokane, WA
- Highlights:
 - At the beginning of each school year, there is a one-day kickoff training for the staff led by members of Washington State University Area Health Education Center (AHEC)
 - After the kickoff meeting, staff meets one hour, once a month for workshops. Teachers work on case studies and discuss how to better control their emotions
 - Each week a member of AHEC spends a half-day at the school to help teachers, advise challenging situations, and work with the public health nurses
 - AHEC gives Bemiss the ARC Model (Attachment, Regulation, and Competency) to use, because there is not one approach that fits all
 - Joined the Resilience in School Environments (RISE) initiative

El Dorado Elementary School

- Location: San Francisco, CA
- Highlights:
 - El Dorado implements HEARTS - Healthy Environment and Response to Trauma in Schools

- HEARTS developed from TLPi's book *Helping Traumatized Children Learn* and the "Flexible Framework"
- HEARTS funding: The Meta Fund and the John and Lisa Pritzker Family Fund
- Teachers get together and brainstorm as a group different approaches and techniques for helping the students
- If a student misbehaves they are sent to the peace corner equipped with beanbags, books toys, and blankets for 5-10 minutes
- After the peace corner, if the student does not regain control, they are sent to the wellness center for another 5-10 minutes where they sign in and circle an emotion they are feeling
- Main hallway has photos called "Super Me's" where students wear capes and get a prize, one child from each grade is chosen each week
- Program/Framework - Positive Behavioral and Interventions and Support (PBIS) and Safe and Civil Schools
- Offers teacher wellness groups across three schools (El Dorado, Bret Harte Elementary, and Paul Revere PreK- 8 School)
- Developed a data system to identify the location and time of referrals. This helped the staff see which students were having the most trouble, why they were being sent, and which teachers were sending them.

Bethlehem Elementary School

- Location: Bethlehem, CT
- Highlights:
 - Joined New Hampshire's Project GROW - "Generating Resilience, Outcomes, and Wellness"
 - A third grade teacher greets every student with a special greeting (handshake, hug, complicated hand-dance)
 - At the start of the class, teachers do a quick check-in with how the students are feeling based on colors. Blue = sad, yellow = anxious or excited, red = angry or frustrated, green = happy and ready to learn
 - Posters of mindfulness and yoga positions are hung up around the school
 - When students become disruptive in class, they take a break and do stretches. If needed, they are sent to break rooms
 - Teacher's visit every student's home at least once in spring and fall. Pairs of teachers meet with parents for about a half-hour to see the other side of the child's life
 - Many families have difficulty paying for or getting transportation to counseling services. School partnered with the county mental health agency to bring private therapists in three times a week

- It took nearly three years to review and rethink every single policy, including those in the school handbook and even teacher classroom rules
- End-of-year class trip

Lincoln High School

- Location: Walla Walla, WA
- Highlights:
 - Lincoln high school is an alternative school (schools that accept students who have been kicked out of regular public schools)
 - Natalie Turner met with Lincoln High Staff from Washington State University's Area Health Education Center
 - "We tell our kids we love them" and "They're important to us" – Sporleder (principal)
 - The Health Clinic conducts physicals for the students
 - First high school in the US to provide its own ACE survey, students can skip questions. The average ACE score at Lincoln High is 4.5
 - Health Center uses student ACE surveys to develop programs and services that help kids build resilience:
 - Create social connectedness
 - Provide concrete support in times of need
 - Teach social and emotional competence
 - Red, yellow, green zones - If kids are in the red zone, Sporleder asks to meet the following day for the kids to calm down
 - Monthly staff meeting - Instead of talking about disciplinary problem kids, they focus on why they are having problems, develop a plan to help, and make sure to follow up with them.

Supplemental Materials B: Website Review Data

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	TLPI	A&W C	Partnership for Resilience (PR)	Master Charter Network (MCN)	CBHM Boston	Community Resilience Initiative	Lincoln High School (Walla Walla, WA)	Lesley Institute for trauma sensitivity	ProjectREAL	National Education Association (Washington DC)	National Center for School Crisis and Bereavement (Los Angeles, CA)	Harvard Center on the Developing Child (Cambridge, MA)	UCSF Hearts
Collective Impact:													
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	ABW	ABW	ABW	ABW	ABW	ABW	ABW	NR	ABW	ABW	ABW	ABW
How is trauma-informed education visible in your organization? What approaches are they using?	FU	ABW	ABW	FU	FU	ABW	ABW	WTA	WTA	ABW	FU	ABW	ABW
How did you decide? What is the evidence base for their approach	ABW	WTA	FU	WTA	WTA	WTA	WTA	WTA	WTA	FU	FU	ABW	WTA
How do they report their evidence?	ABW	WTA	WTA	FU	ABW	WTA	FU	WTA	WTA	WTA	WTA	FU	WTA
How do they deliver professional development? How does it get into schools?	ABW	WTA	WTA	FU	ABW	ABW	WTA	ABW	FU	WTA	WTA	FU	ABW
How do they set the agenda and which parts do they concentrate on?	ABW	WTA	WTA	WTA	NR	FU	NR	WTA	NR	WTA	WTA	WTA	ABW
How do they educate new teachers?	WTA	NR	WTA	FU	NR	ABW	WTA	ABW	NR	WTA	NR	NR	WTA
What is the infrastructure needed in schools?	FU	WTA	WTA	WTA	WTA	FU	WTA	ABW	NR	WTA	WTA	WTA	ABW
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	FU	WTA	WTA	WTA	FU	WTA	WTA	NR	WTA	WTA	FU	WTA
Lessons Learned													
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	NR
What advice would you give to others implementing trauma-informed training programs in the classroom?	FU	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	NR
Would you be interested in speaking with Banksia further?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	NR	WTA	WTA	WTA	NR
Structure of Programs for Teaching Organizations													
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	FU	WTA	WTA	WTA	NR	FU	NR	WTA	WTA	FU	WTA	WTA	WTA
What kind of incentives or motivators drive teachers to take the training programs?	ABW	WTA	WTA	WTA	FU	WTA	NR	WTA	WTA	WTA	WTA	WTA	FU
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	ABW	WTA	FU	ABW	ABW	WTA	WTA	ABW	WTA	FU	FU	FU
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	WTA	WTA	FU	WTA	WTA	WTA	ABW	WTA	WTA	WTA	WTA	WTA

How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	NR	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	FU	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	WTA	ABW	ABW	ABW	ABW	FU	FU	FU	ABW	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
Do you monitor and see which teachers actually impleement what they learn? If so, how do you monitor it?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
Structure of Program for Schools/Teachers										
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	WTA	WTA	NR	NR	NR	NR	NR	NR	NR	
How did you decide which methods to focus on?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	TLPI	A&W C	Partnership for Resilience (PR)	Master Charter Network (MCN)	CBHM Boston	Community Resilience Initiative	Lincoln High School (Walla Walla, WA)	Lesley Institue for trauma sensitivity	ProjectREAL	National Education Association (Washington DC)	National Center for School Crisis and Bereavement (Los Angeles, CA)	Harvard Center on the Developing Child (Cambridge, MA)	UCSF Hearts
History of Organzations													
Would you be willing to share the story of how the organization came to be? Who was involved? What were the intial goals and where di they come from?	FU	ABW	ABW	ABW	ABW	ABW	ABW	ABW	ABW	WTA	WTA	ABW	ABW

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Child Traumatic Stress Network	CBHM Boston	National Center for School Crisis and Bereavement (Los Angeles, CA)	University of Buffalo - The Institute of Trauma-Informed Care	Highlands Elementary School	Baker Elementary School	Berniss Elementary School	El Dorado Elementary School	Safe Supportive Learning	
History of Organizations										
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where do they come from?	WTA	ABW	FU	ABW	WTA	WTA	WTA	WTA	FU	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Education Association (Washington DC)	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	Mission: to advocate for educational professionalst to fulfill the promise of public education to prepare every students to succeed in a diverse and interdependent world Core values: equal opportunity, a just society, democracy, professionalism, partnership, collective action
What language did they use to describe it?	ABW	bias free schools: safe and affirming schools are a core element of student success-> every students deserves a safe, welcoming, affirming learning environment trauma-informed schools: framing the issue (everyone needs to know abt trauma and ACEs and how kids who experience trauma often have outbursts/disruptive bx and punishment of the outbursts leads to the school to prison pipe line, which they're trying to get rid of), addressing the issue of truama (unions and districts are working together to address trauma w students' and educators' needs in mind--> allows educators to support student's mental and phsyical health so learning can occur), they also have a ton of resources on the page
How is trauma-informed education visible in your organization? What approaches are they using?	ABW	they provide a shit ton of resources for it
How did you decide? What is the evidence base for their approach	FU	they based there stuff on the biologic basis -- they used the ACE study and they also used neurostuff to back up their reasoning
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	ABW	I think theoretical bc they base it off of sciencd
How do they report their evidence?		
How do they deliver professional development? How does it get into schools?		
How do they set the agenda and which parts do they concentrate on?		
How do they educate new teachers?		
What is the infrastructure needed in schools?		
How do they get their funding and how do they demonstrate to their funder that they are doing their job?		
Lessons Learned		
What is the biggest challenge your orgnization has faced?- with respect to TIE (internally or externally)	WTA	

What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	FU	from what i understand they just provide resources for schools to become more trauma informed

What kind of incentives or motivators drive teachers to take the training programs?	WTA	
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	WTA	
How do you incentives/convince teachers to implement trauma-informed practices? incentive stuff Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	i don't think they
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?		
Structure of Program for Schools/Teachers		resources focused on school engagement:
		professional excellence (which is shared lesson plans, activities, and advice), school me
Would you discuss whether - and if so have done of the physical (TBD), classroom management (TBD most space, teaching students emotional important aspect), trauma informed schools literacy, policy changes for students with (supporting students who suffer from childhood trauma, teacher training, outside trauma requires whole school involvement and resouces, collaboraton with parents/caretakers? ABW		podcasts (ppl who have been teaching forever how many - you talk abt their experience), blended learning following? Adjustments to the (not just academics)
How did you decide which methods to focus on?	WTA	
History of Organizations Would you be willing to share the story of how the organization came to be? Who was involved? What were the intial goals and where di they come from?	WTA	
Organization Specific Questions		
What are your afterschool programs like? making laws ABW	NR	

ABW = Answered By Website	TLPI	
NR = Not Relevant		
WTA = Want To Ask		
FU = Follow Up		
Collective Impact:		

What is the agenda? trauma, disengagement, mental health, a mix?	ABW	To ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. -looking to try and center the conversation on trauma and its impacts on education reform so that more schools can create safe and supportive environments -mentioned the safe and supportive schools act which has a line item that allows the gov't to give out grants for schools to engage in this -focusing on a process-based approach and school culture to help teachers embrace a set of norms and values to guide their actions- making sure students feel safe (emotionally, academically, etc), connected, and not pushed out by their school and school community -focusing on education reform and policy as well
What approaches are they using? How comprehensive is it?	FU	- Provide support to schools to become trauma sensitive environments - Regulations and policies that support schools making the transition - Research and report writing - Legislative and administrative advocacy for laws - Coalition building - Outreach and education - Individual case representation in special education where a child's traumatic experiences are interfacing with their disabilities - May be helpful to ask to go into more detail with any of the above approaches
What is the evidence base for their approach	ABW	- Massachusetts Advocates for Children (MAC) noticed a pattern of violence in the lives of many children who had been expelled or suspended from school - MAC organized the Task Force on Children Affected by Domestic Violence which produced five working papers on the impact of domestic violence on education, family law, and other matters - These papers were the foundation of later research on the impact traumatic experiences had on children (academically, emotionally, and socially) - MAC worked with an interdisciplinary group of psychologists, educators, and attorneys to draft the Helping Traumatized Children Learn (HTCL) - MAC entered a partnership with Harvard Law School and the partnership became the Trauma and Learning Policy Initiative
How do they report their evidence?	ABW	- The Task Force on Children Affected by Domestic Violence produced five working papers on the impact of domestic violence on education, family, and other matters. - TLPI also has two volumes of Helping Traumatized Children Learn. The first volume focuses on trauma and the impact it has on learning. It also introduces the flexible framework with the 6 core elements. The second volume is a guide to creating traumasensitive schools and agendas. - TLPI website has many short educational videos
How do they deliver professional development? How does it get into schools?	WTA	
How do they set the agenda and which parts do they concentrate on?	FU	
How do they educate new teachers?	ABW	Provide resources: two volumes of Helping Traumatized Children Learn, and the online learning community with access to videos, blogs, discussion forums, and consultation from TLPI (may come at a price)
What is the infrastructure needed in schools?	ABW	The flexible framework which consists of leadership, professional development, access to resources and services, academic and non-academic strategies, policies and protocols, collaboration with families
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	NR	
Lessons Learned		
What is the biggest challenge your organization has faced?	WTA	
What advice would you give to others implementing traumainformed training programs in the classroom?	FU	

Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	FU	-they have worked with districts sometimes who have grants and come out and work with them, but they have a big focus on making sure people know what they're getting into and making sure that school personnel understand how this can benefit their school
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	FU	-follow up through books
How did you decide which methods to focus on?	FU	-follow up through books
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	ABW	Refer to 'What is the evidence base for their approach' section
Organization Specific Questions		
What are your afterschool programs like?	NR	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	CRI	Answers
Collective Impact:		

What is the agenda? trauma, disengagement, mental health, a mix?	ABW	Goal: "Creating a community conversant in ACEs and Resilience, aiming to embed these principles into action through its multiple partners, agencies, and organizations... CRI focuses on institutionalizing its community learning through trainings, teaching tools, and conferences."
What approaches are they using? How comprehensive is it?	ABW	Resources include presentations, phone consultations, and webinars. Presentations cover 6 key elements: 1. The original ACE study 2. Brain development 3. Resilience models 4. Strategies and tools for parents 5. Examples of community response to ACE study and resilience information 6. Community action toolbox Phone consultation - Community Technical Assistance provides support for questions on getting started with your own community Webinars - Have 4 online courses. Course 1 and 2 are each 6 hours. Course 3 and 4 are each 12 hours. Course 1 provides information about identifying and responding to trauma with evidence-based resilience strategies using the KISS framework. Course 2 focuses on training members that may come in contact with students with adverse childhood experiences. Course 3 focuses on training members who frequently are in contact with students with adverse childhood experiences. And course 4 focuses on creating a community wide response to trauma. There are also 2 day for course 1 and course 2 that prepares trainers to teach the two courses in their community. Kiss Framework - Knowledge, Insight, Strategies, and Structure
What is the evidence base for their approach	WTA	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	ABW	Presentations, phone consultations, and webinars (online courses) - Row 6 for more information
How do they set the agenda and which parts do they concentrate on?	FU	It seems like they answer this question in the online course
How do they educate new teachers?	ABW	Their online resources - Presentations, phone consultations, and webinars (online courses)
What is the infrastructure needed in schools?	FU	It seems like they answer this question in the online course
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	FU	The presentations, phone consultations, and webinars all have fees. However, I could not find anything about if they have government funding or any other grants
Lessons Learned		
What is the biggest challenge your organization has faced?	WTA	
What advice would you give to others implementing traumainformed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	

Structure of Programs for Teaching Organiziations		
How do you recruit teachers and schools to work with?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	
How do you deliver professional development training? Workshops? Apprenticeships? Inschool or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	ABW	Refer to column 6
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implmeent what they	WTA	
learn? If so, how do you Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following?	WTA	
Adjustments to the How did you decide which methods to focus on?	WTA	
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	ABW	<ul style="list-style-type: none"> - Started with a challenge set by Dr. Rob Anda at a 2007 state conference of Community Public Health and Safety Networks - "Go home and make something happen" - Dr. Rob Anda had a morning seminar at Wanda Wanda County Community in 2008 - At the seminar one mother confessed that she has all 10 ACE and realized that her childhood was not her fault - The mother was Annet Bovent who now conducts work through Hope Heals which is an organization that provides support to families in need - https://www.hopehealsyou.com/ - Many more were moved from learning about ACE - Community Resilience Initiative wants to spread this awareness and educate organizations/schools on ACE
Organization Specific Questions		
What are your afterschool programs like?	NR	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Lincoln High School (Walla Walla, WA)	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	student discipline was a huge problem -- they wanted to fix it
How is trauma-informed education visible in your organization? What approaches are they using?	WTA	
How did you decide? What is the evidence base for their approach	WTA	
How do they define the quality of evidence?		
Is there evidence theoretical or local level?		
How do they report their evidence?	FU	
How do they deliver professional development? How does it get into schools?	WTA	
How do they set the agenda and which parts do they concentrate on?	NR	
How do they educate new teachers?	WTA	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	NR	
What kind of incentives or motivators drive teachers to take the training programs?	NR	
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	WTA	
How do you incentives/convince teachers to implement trauma-informed practices?		

Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	WTA	
How did you decide which methods to focus on?	WTA	
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?		
Organization Specific Questions		
What are your afterschool programs like?	NR	
School Specific Questions		
What is your framework for thinking about trauma informed (TI) practice? What and where did it come from? Is it a link of frameworks, if so which ones?		
What has been your journey and how will it guide you in the next few years?		
How do you understand what the school needs and what are the mechanisms to carry it out?	WTA	
What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?		
Is the professional development working?		
Are you willing to spend more resources into it?		
What resources do they need to reach beyond their boundaries?		
How do you recruit teachers? Do you look for any experience with trauma-informed education?		
Invite ppl to final presentation? And ask if they want our final report? - offering is important - do it at the beginning might be more useful - report at beginning and presentation at the end		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	A&W C	Answers
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	they focus on the cycles of trauma and targeting that
What language did they use to describe it?	NR	
What was the problem?	NR	
What approaches are they using? How comprehensive is it?	ABW	they use the missouri model (a developmental model) that focuses on 5 principles: safety, trustworthyness, choice, collaboration, and empowerment. However: cannot find info yet on what specific approaches they train with
What is the evidence base for their approach	WTA	
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	NR	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	FU	they hold trainings where one can become an ambassador and hold their own trainings, slightly unclear how this ends up leading to actual teachers- would like to know more about that
How do they set the agenda and which parts do they concentrate on?	NR	
How do they educate new teachers?	NR	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	FU	they're an independant 501c3 organization (nonprofit), local funders include the Missouri Foundation for Health, St. Louis Mental Health Board, the Health Care Foundation of Greater Kansas City and the REACH Health Care Foundation. however, unclear how they demonstrate success to funders
Lessons Learned		
What is the biggest challenge your organization has faced?	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	

How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	ABW	they host pretty frequent trainings, with the generic one being free and the more in depth one being a fee, but some scholarships are available as well. they also offer 'train the trainer' trainings, where they teach people how to be able to go out and train more people within their organization
How do you incentivize/convince teachers to implement trauma-informed practices?	WTA	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	NR	
How did you decide which methods to focus on?	WTA	
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	ABW	2 organizations that came together in 2017 to make a nonprofit, trauma matters KC and alive and well STL

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Partnership for Resilience (PR)	Notes
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	They wanted school districts involved to actually address the trauma in a meaningful way instead of just theory
What approaches are they using? How comprehensive is it?	ABW	3 main themes: wellness and primary care, trauma and behavioral health, and family and community engagement 3 main areas of work: community partnership (uses community organizations to build partnerships bringing education, health, and civic leaders together to address shared concerns), outreach and technical assistance (professional development training for teachers piloted this summer), and research and public policy (partnering w colleges to have access to reserach)
What is the evidence base for their approach	FU	are partnered with colleges so they can do research on this stuff -- not sure how evidenced based it is
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	WTA	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	WTA	
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	WTA	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?	WTA	

		What kind of incentives or motivators drive teachers to take the training programs?	WTA	
		How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	WTA	
		How do you incentives/convince teachers to implement trauma-informed practices?	WTA	
		Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
how do you monitor it?	WTA	Do you monitor and see which teachers actually implmeent what they learn? If so,		
		Structure of Program for Schools/Teachers		
		Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?		
		How did you decide which methods to focus on?		
		History of Organzations Would you be willing to share the story of how the organization came to be? Who was invovled? What were the initial		
where di they come from?	ABW	goals and		
		Organization Specific Questions		
		What are your afterschool programs like?	NR	2
		siblings (a teacher union leader and a pediatrician) came together to explore how educators and physicians can work together to respond to childhood trauma		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Lesley Institute for trauma sensitivity	
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	focused on helping to create safe and supportive classrooms where all children can thrive
What language did they use to describe it?	ABW	from website- "Lesley University is committed to serving educators who seek a nuanced understanding of the effects of trauma on learning—and to the cultivation of safe, supportive classrooms where children feel seen, heard, and understood. In such classrooms, a child is free to take emotional and cognitive risks, while experiencing the uninhibited joy of learning."
What was the problem?		
What approaches are they using? How comprehensive is it?		they utilize the flexible framework
What is the evidence base for their approach		
How do they define the quality of evidence?		
Is there evidence theoretical or local level?		
How do they report their evidence?		
How do they deliver professional development? How does it get into schools?	ABW	has two options- a graduate level four course curriculum, or direct executive coaching
How do they set the agenda and which parts do they concentrate on?		
How do they educate new teachers?	ABW	again, four courses that can be taken in a 8 week sequence with schools. the courses are an overview course, a course on classroom and student supports, a course on how to create trauma-sensitive schools (focuses deeply on the underlying theory of change), and a course on action research and seminar
What is the infrastructure needed in schools?	ABW	they promote the usage of cool-down corners in classrooms, as well as creating a 'hot spot' map to identify areas in and around the school prone to troublesome behavior. Additionally, they recommend a team that focuses on planning and setting priorities for improvement
How do they get their funding and how do they demonstrate to their funder that they are doing their job?		
Lessons Learned		
What is the biggest challenge your organization has faced?		
What advice would you give to others implementing trauma-informed training programs in the classroom?		
Would you be interested in speaking with Banksia further?		
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?		
What kind of incentives or motivators drive teachers to take the training programs?		
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?		
How do you incentives/convince teachers to implement trauma-informed practices?		

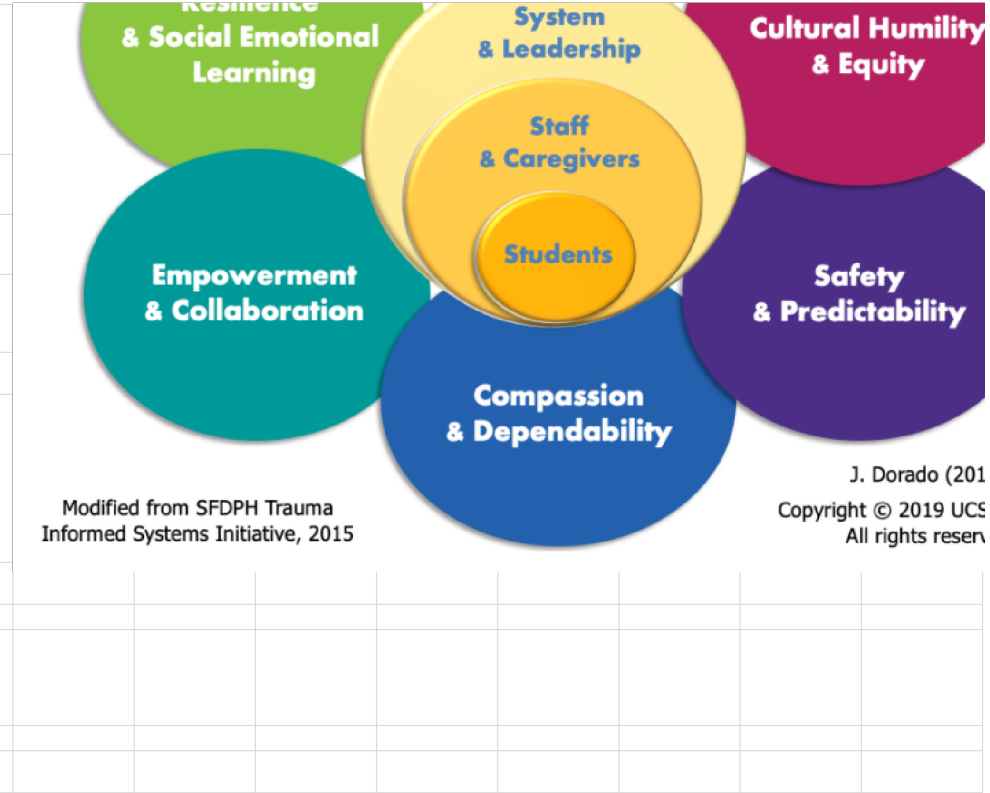
Can you explain any post-training assessment of the teachers and their work in the classroom?	ABW	they reference this "trauma sensitive schools checklist" but not much more is said about it https://lesley.edu/sites/default/files/2017-06/trauma-sensitive-school-checklist.pdf
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?		
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?		
How did you decide which methods to focus on?		
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?		
Organization Specific Questions		
What are your afterschool programs like?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	UCSF Hearts																			
Collective Impact:																				
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	they focus on healthy environments and response to trauma in schools- by partnering with school communities to promote healing, social justice, and school success																		
What language did they use to describe it?		We aim to increase instructional time and decrease time spent on disciplinary actions. Specifically, the goals of HEARTS include: Increasing student wellness, engagement, and success in school Building staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies Promoting staff wellness through addressing burnout and secondary traumatic stress Interrupting the school to prison pipeline through the reduction of racial disparities in disciplinary office referrals, suspensions, and expulsions.																		
What was the problem?																				
What approaches are they using? How comprehensive is it?	ABW	they use an MTSS (multi-tiered system of supports) system (triangle), i just added the graphic here ----> as well as 6 component framework for success																		
What is the evidence base for their approach?																				
How do they define the quality of evidence?																				
Is there evidence theoretical or local level?																				
How do they report their evidence?																				
How do they deliver professional development? How does it get into schools?	ABW	they hold professional development training and consultation for school personnel and community partners																		
How do they set the agenda and which parts do they concentrate on?																				
How do they educate new teachers?																				
What is the infrastructure needed in schools?	ABW	They have several different programs: -a HEARTS full program which includes a HEARTS consultant on site at the school 3-5 days a week, focusing on all three tiers of the MTSS framework- completes training and consultation with staff as well as onsite psychotherapy for students -HEARTS flex program, which focuses on tier one and two of the MTSS, without direct therapeutic consultation for students. Has a HEARTS consult that provides training several times a month to staff																		
How do they get their funding and how do they demonstrate to their funder that they are doing their job?																				
Lessons Learned																				
What is the biggest challenge your organization has faced?	NR																			
What advice would you give to others implementing trauma-informed training programs in the classroom?	NR																			
Would you be interested in speaking with Banksia further?	NR																			
Structure of Programs for Teaching Organizations																				
How do you recruit teachers and schools to work with?	WTA																			
What kind of incentives or motivators drive teachers to take the training programs?	FU																			



Success	

How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	
How do you incentives/convince teachers to implement trauma-informed practices?		
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	FU	
How did you decide which methods to focus on?	FU	
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	ABW	
Organization Specific Questions		
What are your afterschool programs like?	NR	



ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Child Traumatic Stress Network	
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	Mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities, throughout the US
What language did they use to describe it?	ABW	website spent a large section actually explaining trauma and what it is along with it's consequences (makes sense though because it's literally in the name of the org), but also discusses protective factors as well
What was the problem?		
What approaches are they using? How comprehensive is it?		not sure if it's quite a framework, but this page on their website includes all of the elements a trauma-informed system needs Creating Trauma-Informed Systems The National Child Traumatic Stress Network
What is the evidence base for their approach	FU	it's not quite answered on the website, although they do note that their network is made up of medical providers as well as doctors/scientists/families and everything is well vetted
How do they define the quality of evidence?		
Is there evidence theoretical or local level?		
How do they report their evidence?	ABW	They state that their work is well documented, especially something called CoCap, so we could probably dig to try to find that
How do they deliver professional development? How does it get into schools?	ABW	they offer online and in person trainings- as well as a lot of online resources to inform people about childhood trauma- although these aren't just geared towards teachers (i wonder if there's specific trainings for teachers, but you aren't able to see what they have unless you register)
How do they set the agenda and which parts do they concentrate on?	ABW	they also focus heavily on awareness and advocacy/collaborating with policymakers
How do they educate new teachers?		
What is the infrastructure needed in schools?	ABW	website actually focuses mostly on trauma in general, as opposed to how it relates to the school system, but this page notes the essential elements needed https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/essential-elements
How do they get their funding and how do they demonstrate to their funder that they are doing their job?		
Lessons Learned		
What is the biggest challenge your organization has faced?		
What advice would you give to others implementing traumainformed training programs in the classroom?		
Would you be interested in speaking with Banksia further?		
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?		

What kind of incentives or motivators drive teachers to take the training programs?		
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?		
How do you incentives/convince teachers to implement traumainformed practices?		
Can you explain any post-training assessment of the teachers and their work in the classroom?		
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?		
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?		
How did you decide which methods to focus on?		
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?		
Organization Specific Questions		
What are your afterschool programs like?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network (MCN)	Notes
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	For all students to learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams
What approaches are they using? How comprehensive is it?	FU	school culture (make students feel like they belong) and social emotional learning (mindset and social emotional programming)
What is the evidence base for their approach?	WTA	
How do they report their evidence?	FU	have stats/data on website about english and math scores before and after working w Master Charter School. They also have teachers give students daily informal assessments to make sure kids understand material. Have report period goals, and target student supports and differentiation. Find out more abt that if possible
How do they deliver professional development? How does it get into schools?	FU	Have professional development every Wednesday and complete more than 250 hours of professional development every year
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	FU	Have a new teacher year long induction program
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	

How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	Have professional development every Wednesday, need to find out what form the professional development is in
Can you explain any post-training assessment of the teachers and their work in the classroom?	FU	Outcomes-oriented planning meetings with schools/central office experts - ask for more info on those
Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		

Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	FU	They have student support systems - Response to instruction and intervention, emotional support and trauma-informed care, special education programs and services, ELL and bilingual programming. Also hold candid conversations about race and bias to create a healthier and more effective school community
How did you decide which methods to focus on?	WTA	
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	FU	Began in 2001 as High Tech High, renamed in 2002. Began to turn around other schools (not sure how) but they got recruited to turn around a bunch of schools that aren't doing to will
Organization Specific Questions		
What are your afterschool programs like?	FU	Each school has afterschool programs that are unique to their school

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	CBHM Boston	Answers
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	Focusing on positive social climate and academic and social success for all students
What language did they use to describe it?	NR	
What was the problem?	NR	
What approaches are they using? How comprehensive is it?	FU	tiered lighthouse model, with preventative strategies for all students, targeted approaches for some students, and intensive approaches for students that need even more help- not sure what these things particularly entail though
What is the evidence base for their approach?	WTA	
How do they define the quality of evidence?	NR	
Is there evidence theoretical or local level?	NR	
How do they report their evidence?	ABW	they post a yearly report of their progress
How do they deliver professional development? How does it get into schools?	ABW	has a variety of trainings for schools at different phases of trauma-informed education implementation, all delivered by BHS (behavioral health services) members
How do they set the agenda and which parts do they concentrate on?	NR	
How do they educate new teachers?	NR	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?	NR	
What kind of incentives or motivators drive teachers to take the training programs?	FU	i think for the most part the schools who join the cohorts all do the trainings, but it would be interesting to know how they recruit schools to join

How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	ABW	many workshops- https://cbhmboston.com/trainings-2/
How do you incentives/convince teachers to implement trauma-informed practices?	NR	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	WTA	
How did you decide which methods to focus on?	WTA	
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	ABW	CBHM (comprehensive behavioral health model) launched in the 2012-2013 school year in 10 boston public schools, and every year 10 more schools join the program
Organization Specific Questions		
What are your afterschool programs like?	NR	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Harvard Center on the Developing Child (Cambridge, MA)	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	current mission: to drive sciencebased innovation that achieves breakthrough outcomes for children facing adversity * support scientific research that can inform the testing, implementation, and refinement of strategies designed to achieve significantly better life outcomes of children facing adversity
What language did they use to describe it?	ABW	used the word adversity a lot (not traumaized children)
What was the problem?	ABW	the poor life outcomes of children facing adversity
How is trauma-informed education visible in your organization? What approaches are they using?	ABW	* science based innovation isn't the only thing they focus on, they also focus on policy, economy, and public opinion
How did you decide? What is the evidence base for their approach	ABW	3 components of their R+D work 1. science - provides discoveries from bio, behavioral, and social disciplines that are translated into lay person terms to use in their work 2. intervention strategies - designed, tested, and refined through FOI's IDEA impact framework (small scale pilots and strategies for increasing impacts of large-scale, evidenced based interventions 3. learning community - includes ppl and organizations united by a common vision, engaged in shared learning to accelerate innovation, prompting early adoption of promising strategies, and testing pathways to impact at scale
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	ABW	theoretical? i think
How do they report their evidence?	FU	mostly published on their website, i also think they publish legit papers
How do they deliver professional development? How does it get into schools?	FU	* they have videos and guides and stuff on the things they think ppl should focus on (ex building adult capabilities to improve child outcomes: a theory of change, or play in early childhood: the role of play in any setting, or three principles to improve outcomes for children and families)
How do they set the agenda and which parts do they concentrate on?	WTA	

		How do they educate new teachers?	NR	
		What is the infrastructure needed in schools?	WTA	
		How do they get their funding and how do they demonstrate to their funder that they are doing their job?	FU	
		Lessons Learned		
		What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	
		What advice would you give to others implementing trauma-informed training		
programs in the classroom?	WTA	Would you be interested in speaking with		
Banksia further?	WTA	Structure of Programs for Teaching Organizations How do you recruit teachers and schools to work with?- how do you promote the work?		
how do schools find out about you?	WTA	What kind of incentives or motivators drive		
teachers to take the training programs?	WTA	How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training		
implement trauma-informed practices?	WTA	How do you incentives/convince teachers to		
the classroom?	WTA	Can you explain any post-training assessment of the teachers and their work in		
how do you monitor it?	WTA	Do you monitor and see which teachers actually implement what they learn? If so,		
		Structure of Program for Schools/Teachers		
		Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with		
parents/caretakers?	WTA	How did you decide which methods to focus on?	WTA	
		History of Organizations		
		Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and		
where di they come from?	ABW	Organization Specific Questions		
What are your afterschool programs like?	NR			

one-off ? FU pretty sure it's just the resources on their website but i could be wrong

School Specific Questions
What is your framework for thinking about trauma informed (TI) practice? What

Jack P Shonkoff was part of the Institute of Medicine and National Reserach Council Committee on Integrating the Science of Early Childhood Development and the Jonh D and Caterhine T MacArthur Foundation Research Network on

and where did it come from? Is it a link of frameworks, if so which ones?
 What has been your journey and how will it guide you in the next few years?

Early Experience and Brain Development --> his work in these groups made him find the Harvard Center on the Developing Child -- > it's the intersection of a lot of things

How do you understand what the school needs and what are the mechanisms to carry it out?		
What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?		
Is the professional development working?		
Are you willing to spend more resources into it?		
What resources do they need to reach beyond their boundaries?		
How do you recruit teachers? Do you look for any experience with trauma-informed education?		
Invite ppl to final presentation? And ask if they want our final report? - offering is important - do it at the beginning might be more useful - report at beginning and presentation at the end		

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>National Center for School Crisis and Bereavement (Los Angeles, CA)</p>	
<p>Collective Impact:</p>		
<p>What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?</p>	<p>ABW</p>	<p>the centre's vision is a nation of resilient schools prepared to appropriately respond to and support their students in times of crisis and grief</p>
<p>What language did they use to describe it?</p>	<p>NR</p>	
<p>What was the problem?</p>	<p>FU</p>	<p>basically schools not knowing how to help kids through crises</p>
<p>How is trauma-informed education visible in your organization? What approaches are they using?</p>	<p>FU</p>	<p>They currently have 3 main projects: 1. school crisis and recovery project - a partnership between them, the Center for Applied Research Solutions (CARS) and trauma transformed (T2) - they provide training and technical assistants, creates curricula and best practice resources to promote long term recovery, and it promotes effective and sustainable change 2. coalition to support grieving students - collaboration of national organizations representnign the full range of school professionals - provide practicable, accesible, free info and training modules 3. St Nickolas 9/11 Shrine - a non-sectarian Bereavement and Community Center on the 2nd and 3rd floor of the 9/11 shrine</p>
<p>How did you decide? What is the evidence base for their approach</p>	<p>FU</p>	<p>They participate in reserach in the fields of childhood bereavement and diasater preparedness, which is what I think they base a lot of their work off of</p>
<p>How do they define the quality of evidence?</p>	<p>WTA</p>	
<p>Is there evidence theoretical or local level?</p>	<p>FU</p>	<p>pretty sure it's theoretical</p>
<p>How do they report their evidence?</p>	<p>WTA</p>	
<p>How do they deliver professional development? How does it get into schools?</p>	<p>WTA</p>	
<p>How do they set the agenda and which parts do they concentrate on?</p>	<p>WTA</p>	
<p>How do they educate new teachers?</p>	<p>NR</p>	
<p>What is the infrastructure needed in schools?</p>	<p>WTA</p>	
<p>How do they get their funding and how do they demonstrate to their funder that they are doing their job?</p>	<p>WTA</p>	
<p>Lessons Learned</p>		

What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	

<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?</p>	<p>FU</p>	<p>* provide training and technical assistance to schools that are responding to crisis -> 24/7 toll free number * they also have guides on things like responding to death, talking to children about tragedies, psychological first aid: after a natural disaster * provide resources to help schools prepare, also supports policies that encourage best practices in crisis, lots of guides on this stuff * also have a lot of other online resources listed on their website</p>
<p>How do you incentives/convince teachers to implement trauma-informed practices?</p>	<p>WTA</p>	
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>	<p>WTA</p>	
<p>Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?</p>	<p>WTA</p>	
<p>Structure of Program for Schools/Teachers</p>		
<p>Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?</p>		
<p>How did you decide which methods to focus on?</p>		
<p>History of Organzations</p>		
<p>Would you be willing to share the story of how the organization came to be? Who was involved? What were the intial goals and where di they come from?</p>		
<p>Organization Specific Questions</p>		
<p>What are your afterschool programs like?</p>	<p>NR</p>	
<p>School Specific Questions</p>		
<p>What is your framework for thinking about trauma informed (TI) practice? What and where did it come from? Is it a link of frameworks, if so which ones?</p>		
<p>What has been your journey and how will it guide you in the next few years?</p>	<p>WTA</p>	
<p>How do you understand what the school needs and what are the mechanisms to carry it out?</p>	<p>WTA</p>	
<p>What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?</p>		
<p>Is the professional development working?</p>		
<p>Are you willing to spend more resources into it?</p>		
<p>What resources do they need to reach beyond their boundaries?</p>		
<p>How do you recruit teachers? Do you look for any experience with trauma-informed education?</p>		

Invite ppl to final presentation? And ask if they want our final report? - offering is important - do it at the beginning might be more useful - report at beginning and presentation at the end		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and Bereavement (Los Angeles, CA)	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	- Lisa Clark and Brock Morlan are the founders of the National Organization for Treating Trauma, LLC. Both are elementary school principals - N.O.T.T. trainers have traveled across the United States presenting, training, and working closely with school districts to improve their organization/schools' academics, behavior, and social/emotional goals.
What language did they use to describe it?	NR	
What was the problem?	NR	
How is traumainformed education visible in your organization? What approaches are they using?	ABW	Offers online training, especially focused on preparing for School Re-Opening After the COVID-19 Crisis Training (6 Courses): 1. Trauma 101 - Explains how trauma is even more important now with COVID - They have an antimicrobial bag - Offer trauma-informed practices, mindfulness, and resilience training - Organization form for help 2. Trauma Informed Organizations (Basic to Advanced) 3. Introduction to Mindfulness - How to Listen and Respond with Empathy 4. Our Experience Creating a Trauma Informed School - Step by Step (Great for Administrators and Leaders in Schools presented by Principals in the Field) 5. Resilience – A Pathway to Recovery (Level 1 Prerequisite recommended) 6. Custom Courses are our SPECIALTY. We can create a custom training to fit your style, budget, and needs to create a long lasting partnership.
How did you decide? What is the evidence base for their approach	WTA	
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	NR	

How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	ABW	- Online training - Free Trauma Assessment - form that explains what the organization is doing and their goals. From their Treating Trauma will help
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	WTA	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	

<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training oneoff ?</p>	<p>ABW</p>	<p>- Refer to column 6</p>
<p>How do you incentives/convince teachers to implement traumainformed practices?</p>	<p>WTA</p>	
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>	<p>WTA</p>	
<p>Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?</p>	<p>WTA</p>	
<p>Structure of Program for Schools/Teachers</p>		
<p>Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?</p>	<p>NR</p>	
<p>How did you decide which methods to focus on?</p>	<p>WTA</p>	
<p>History of Organzations</p>		

Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	FU	- Refer to column 3
Organization Specific Questions		
What are your afterschool programs like?	NR	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	University of Buffalo - The Institute of Trauma-Informed Care	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	- The Institute on Trauma and Trauma Informed Care is dedicated to providing the public with knowledge about the deleterious effects of trauma, and promoting the implementation of trauma informed care principles across various disciplines. - ITTIC oversees independent studies, field placements and funded research projects and grants that provide all or some aspects of the following: evaluation, trauma-specific treatment interventions, training, technical assistance and consultation for organizations regarding trauma informed care.
What language did they use to describe it?	NR	
What was the problem?	NR	
How is traumainformed education visible in your organization? What approaches are they using?	ABW	- The Institute on Trauma and TraumaInformed Care provides research and training for organizations on trauma and trauma-informed care through evaluation, trauma-specific treatment interventions, technical assistance and consultation.
How did you decide? What is the evidence base for their approach	WTA	
How do they define the quality of evidence?	WTA	

Is there evidence theoretical or local level?	NR	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	ABW	<p>Provides:</p> <ol style="list-style-type: none"> 1. Presentations - 34 interviews in 13 categories 2. Training and Consultation - 13 online modules 3. Champion Development - Trains people to launch their own traumainformed organization 4. Agency/Organization Assessment 5. Practice in the Community - sponsored a variety of training for local professionals 6. Substance Abuse and Mental Health Services Administration (SAMHSA) Training - provide a How Being TraumaInformed Improves Criminal Justice System Responses training - Trauma-Informed Organization Change Manual - The purpose of the manual is to guide organizations and systems in planning for, implementing and sustaining a trauma-informed organizational change. This manual provides a step-by-step guide with tools intended for anyone interested in implementing a trauma-informed approach.
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	WTA	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	

What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		

How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	
How do you deliver professional development training? Workshops? Apprenticeships? Inschool or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	ABW	- Refer to column 11
How do you incentives/convince teachers to implement traumainformed practices?	WTA	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		

Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	NR	
How did you decide which methods to focus on?	WTA	
History of Organizations		

Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	ABW	- Refer to column 3
Organization Specific Questions		
What are your afterschool programs like?	NR	
Partnerships:	ABW	Variety of partnerships on the website (Community, State, SAMHSA, Western New York (WNY) Trauma-Informed Care Champion Team, Trauma-Informed Community Initiative of WNY (TICI))
Road to Trauma-Informed Care	ABW	1. Early and respectful trauma screening and assessment for all 2. Addressing any potential retraumatizing policies and procedures 3. Include providers and provides in planning and evaluation of services 4. Establishing an internal trauma team 5. Provides introductory training to all staff 6. Ensures administrative commitment to integrating a trauma-informed culture
The Five Principles of Trauma-Informed Care	ABW	1. Safety - ensuring physical and emotional safety 2. Choice - individual has choice and control 3. Collaboration 4. Trustworthiness - Task clarity, consistency, and interpersonal boundaries 5. Empowerment - prioritizing empowerment and skill building

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Highlands Elementary School	
Collective Impact:		
What is the agenda/mission-what is it addressing trauma, disengagement, mental health, a mix?	ABW	- Reduce the impact of traumatic experiences in the school - Professional Development - building strong relationships with the students, helping grow both their academic and non-academic skills, and showing the students that they are cared for
What language did they use to describe it?	NR	
What was the problem?	NR	
How is traumainformed education visible in your organization? What approaches are they using?	ABW	- Change the physical classroom - yoga mats and bolsters, natural light filters, flexible seats that allow for small movements, and cool-down corners for students who need a break, equipped with headphones, books, and toys - Teach students emotional literacy: breathing exercises and practices where students state how they are feeling and why they are feeling that way
How did you decide? What is the evidence base for their approach	WTA	
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	NR	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	WTA	- Stresses the importance of PD but does not add any specifics
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	WTA	

What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		

What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	
How do you deliver professional development training? Workshops? Apprenticeships? Inschool or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	ABW	- Adapting the physical classroom so it is less restrictive and more comfortable - Social and Emotional Learning

How do you incentives/convince teachers to implement traumainformed practices?	WTA	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	NR	
How did you decide which methods to focus on?	WTA	
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	WTA	
Organization Specific Questions		
What are your afterschool programs like?	WTA	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Baker Elementary School	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	<ul style="list-style-type: none"> - Focus on developing the whole child - Academic, emotional, social, and well-being - Creating a safe and supportive learning environment
What language did they use to describe it?	NR	
What was the problem?	NR	
How is traumainformed education visible in your organization? What approaches are they using?	ABW	<ul style="list-style-type: none"> - Baker Elementary School focuses on educating teachers about trauma and how it manifests as complex needs. - The teachers also implemented non-academic activities to make a more welcoming and fun environment. - Disciplinary referrals in the school went down by 75% - Uses TLPI resources - both volume 1 and volume 2 - Process was focused around the flexible framework
How did you decide? What is the evidence base for their approach	WTA	
How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	NR	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	WTA	
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	WTA	

What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		

What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	
How do you deliver professional development training? Workshops? Apprenticeships? Inschool or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	<p>- Could not find any specifics on their professional development program</p> <p>- However, a lot of their work was tied to TLPI volume 1 and volume 2 publications</p>

How do you incentives/convince teachers to implement traumainformed practices?	WTA	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	NR	
How did you decide which methods to focus on?	WTA	
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the intial goals and where di they come from?	WTA	
Organization Specific Questions		
What are your afterschool programs like?	WTA	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Bemiss Elementary School			
Collective Impact:				
What is the agenda/mission-what is it addressing trauma, disengagement, mental health, a mix?	ABW	- Reduce the impact of traumatic experiences in the school - Professional Development - building strong relationships with the students, helping grow both their academic and non-academic skills, and showing the students that they are cared for		*Same goal - supported by TLPI
What language did they use to describe it?	NR			
What was the problem?	NR			
How is trauma-informed education visible in your organization? What approaches are they using?	ABW	- Bemiss Elementary School focuses on educating the teachers on the impact of adverse childhood experiences (ACE) - Focused on changing the teacher's view towards their students - After seven years of these practices, there was a 20% decrease in disciplinary referrals and a 30% decrease in suspensions each year for the past two years - Resilience in School Environments (RISE)		
How did you decide? What is the evidence base for their approach	WTA			
How do they define the quality of evidence?	WTA			
Is there evidence theoretical or local level?	NR			
How do they report their evidence?	WTA			
How do they deliver professional development? How does it get into schools?	WTA			
How do they set the agenda and which parts do they concentrate on?	WTA			
How do they educate new teachers?	WTA			
What is the infrastructure needed in schools?	WTA			
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA			
Lessons Learned				

What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA			
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA			
Would you be interested in speaking with Banksia further?	WTA			
Structure of Programs for Teaching Organizations				
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA			
What kind of incentives or motivators drive teachers to take the training programs?	WTA			
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	<ul style="list-style-type: none"> - Natalie Turner, assistant director of the Washington State University Area Health Educations Center, leads a workshop for Bemiss Elementary School teachers - This training is 1hr/month plus a one day kick-off training - An example of an activity - Each teacher tells a story of a child - they focus on the iceberg technique. They explain what they look like from the outside and then what they learned about them the more time they spent. It helps the teachers start to get familiar with the fact that every student is like an iceberg. You have to dig deeper to find out who they truly are and why they are who they are. - Also uses the ARC model developed by Dr. Margaret Blaustein and Kristine Kinniburgh - Train all staff members (ex. public health nurse) 		
How do you incentives/convince teachers to implement trauma-informed practices?	WTA			
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA			

Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA			
Structure of Program for Schools/Teachers				
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboraton with parents/caretakers?	NR			
How did you decide which methods to focus on?	WTA			
History of Organizations				
Would you be willing to share the story of how the organization came to be? Who was involved? What were the intial goals and where di they come from?	WTA			
Organization Specific Questions				
What are your afterschool programs like?	WTA			

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	El Dorado Elementary School			
Collective Impact:				
What is the agenda/mission-what is it addressing trauma, disengagement, mental health, a mix?	ABW	- Reduce the impact of traumatic experiences in the school - Professional Development - building strong relationships with the students, helping grow both their academic and non-academic skills, and showing the students that they are cared for		*Same goal - supported by TLPI
What language did they use to describe it?	NR			
What was the problem?	NR			
How is trauma-informed education visible in your organization? What approaches are they using?	ABW	- El Dorado Elementary School's staff are first taught what trauma was and how it alters a student's brain - There was a 74% decrease in disciplinary referrals and an 89% decrease in suspensions after implementing this approach - They then brainstorm as a group different approaches and techniques for helping the students - The teachers also work closely with the student's therapist to develop a plan unique for each student - An example: If a student started to lose control, the staff member simply gives them a five-minute pass to the Wellness Center, a room with comfortable seating, headphones, and toys - Student of the week award - give appreciation to students who usually don't get it - El Dorado has implemented HEARTS - Trying to change the school culture - ask yourself "What happened to them" instead of "Whats wrong with them" - Happy teachers = happy students - Teacher wellness groups across three schools - Program/Framework - Positive Behavioral and Interventions and Support (PBIS) and Safe and Civil Schools - Peace/Break Corner - beanbags, books, toys, blankets		
How did you decide? What is the evidence base for their approach	WTA			
How do they define the quality of evidence?	WTA			

Is there evidence theoretical or local level?	NR			
How do they report their evidence?	WTA			
How do they deliver professional development? How does it get into schools?	WTA			
How do they set the agenda and which parts do they concentrate on?	WTA			
How do they educate new teachers?	WTA			
What is the infrastructure needed in schools?	WTA			
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA			
Lessons Learned				
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)	WTA			
What advice would you give to others implementing trauma-informed training programs in the classroom?	WTA			
Would you be interested in speaking with Banksia further?	WTA			
Structure of Programs for Teaching Organizations				
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA			
What kind of incentives or motivators drive teachers to take the training programs?	WTA			

How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	- El Dorado also worked with TLPI and developed a plan based on the flexible framework		
How do you incentivize/convince teachers to implement trauma-informed practices?	WTA			
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA			
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA			
Structure of Program for Schools/Teachers				
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboraton with parents/caretakers?	NR			
How did you decide which methods to focus on?	WTA			
History of Organizations				
Would you be willing to share the story of how the organization came to be? Who was involved? What were the intial goals and where di they come from?	WTA			
Organization Specific Questions				
What are your afterschool programs like?	WTA			

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>Safe Supportive Learning</p>	
<p>Collective Impact:</p>		
<p>What is the agenda/mission - what is it addressing trauma, disengagement, mental health, a mix?</p>	<p>ABW</p>	<p>- Northern Center on Safe Supportive Learning Environments - The Trauma-Sensitive Schools Training Package offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach school- or districtwide.</p>
<p>What language did they use to describe it?</p>	<p>NR</p>	
<p>What was the problem?</p>	<p>NR</p>	
<p>How is traumainformed education visible in your organization? What approaches are they using?</p>	<p>ABW</p>	<p>Training Packages: 1. Implementation Guide. This guide summarizes the intent of the Trauma-Sensitive Schools Training Package, describes the components, and provides suggestions for how and when to use the package materials. 2. Understanding Trauma and Its Impact. This component of the Training Package includes resources for educating all school staff about the prevalence of trauma, its impact on children and youth, and implications for schools. Materials include an interactive e-resource and companion slide presentation and activity packet. 3. Building Trauma-Sensitive Schools. This component of the Training Package includes resources for introducing all school staff to the concept of trauma-sensitive schools, why it is important to adopt a trauma-sensitive approach, and trauma-sensitive practices for use in the classroom and schoolwide. Materials include an online module, downloadable handouts, and a facilitation guide with suggestions for how to use the materials for in-person training. 4. Leading Trauma-Sensitive Schools. This component of the Training Package is intended for school leaders and introduces a framework and process for adopting a trauma-sensitive approach schoolwide, including guidance for how to roll-out other package components. Materials include an online module and companion action guide that outline steps for developing school-based implementation plans, along with a facilitation guide with suggestions for how to use the materials for inperson leader training.</p>
<p>How did you decide? What is the evidence base for their approach</p>	<p>WTA</p>	

How do they define the quality of evidence?	WTA	
Is there evidence theoretical or local level?	NR	
How do they report their evidence?	WTA	
How do they deliver professional development? How does it get into schools?	ABW	Online modules
How do they set the agenda and which parts do they concentrate on?	WTA	
How do they educate new teachers?	WTA	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
What is the biggest challenge your organization has faced?-with respect to TIE (internally or externally)	WTA	
What advice would you give to others implementing traumainformed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	

Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	WTA	
What kind of incentives or motivators drive teachers to take the training programs?	WTA	
How do you deliver professional development training? Workshops? Apprenticeships ? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training oneoff ?	ABW	- Refer to column 6
How do you incentives/convince teachers to implement trauma-informed practices?	WTA	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		

Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboraton with parents/caretakers?	NR	
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How did you decide which methods to focus on?	WTA	
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	FU	- Refer to column 3
Organization Specific Questions		
What are your afterschool programs like?	NR	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Unviversity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
Collective Impact:				
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	<ul style="list-style-type: none"> - The Institute on Trauma and Trauma Informed Care is dedicated to providing the public with knowledge about the deleterious effects of trauma, and promoting the implementation of trauma informed care principles across various disciplines. - ITTIC oversees independent studies, field placements and funded research projects and grants that provide all or some aspects of the following: evaluation, trauma-specific treatment interventions, training, technical assistance and consultation for organizations regarding trauma informed care. 	<ul style="list-style-type: none"> - Northern Center on Safe Supportive Learning Environments - The Trauma-Sensitive Schools Training Package offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach school- or districtwide. 	<ul style="list-style-type: none"> - Lisa Clark and Brock Morlan are the founders of the National Organization for Treating Trauma, LLC. Both are elementary school principals - N.O.T.T. trainers have traveled across the United States presenting, training, and working closely with school districts to improve their organization/schools' academics, behavior, and social/emotional goals. 	Focusing on positive social climate and academic and social success for all students
What language did they use to describe it?				
What was the problem?				

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>Master Charter Network</p>	<p>National Child Traumatic Stress Network</p>	<p>LIFTS</p>
<p>Collective Impact:</p>			
<p>What is the agenda/mission-what is it addressing trauma, disengagement, mental health, a mix?</p>	<p>For all students to learn the academic and personal skills they need to be truly prepared for postsecondary success and able to persue their dreams</p>	<p>Mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities, throughout the US</p>	<p>focused on helping to create save and supportive classrooms where all children can thrive</p>
<p>What language did they use to describe it?</p>		<p>website spent a large section actually explaining trauma and what it is along with it's consequences (makes sense though becaue it's literally in the name of the org), but also discusses protective factors as well</p>	<p>from website- "Lesley University is committed to serving educators who seek a nuanced understanding of the effects of trauma on learning—and to the cultivation of safe, supportive classrooms where children feel seen, heard, and understood. In such classrooms, a child is free to take emotional and cognitive risks, while experiencing the uninhibited joy of learning."</p>
<p>What was the problem?</p>			

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>National Education Association</p>	<p>TLPI</p>	<p>CRI</p>	<p>Lincoln High School</p>
<p>Collective Impact:</p>				
<p>What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?</p>	<p>Mission: to advocate for educational professionalst to fulfill the promise of public education to prepare every students to succeed in a diverse and interdependent world Core values: equal opportunity, a just society, democracy, professionalism, partnership, collective action</p>	<p>To ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. -looking to try and center the conversation on trauma and its impacts on education reform so that more schools can create safe and supportive enviornments -mentioned the safe and supportive schools act which has a line item that allows the gov't to give out grants for schools to engage in this -focusing on a process-based approach and school culture to help teachers embrace a set of norms and values to guide their actions- making sure students feel safe (emotionally, academically, etc), connected, and not pushed out by their school and school community -focusing on education reform and policy as well</p>	<p>Goal: "Creating a community conversant in ACEs and Resilience, aiming to embed these principles into action through its multiple partners, agencies, and organizations... CRI focuses on institutionalizing its community learning through trainings, teaching tools, and conferences."</p>	<p>student discipline was a huge problem -- they wanted to fix it</p>
<p>What language did they use to describe it?</p>	<p>bias free schools: safe and affirming schools are a core element of student success-> every students deserves a safe, welcoming, affirming learning environment trauma-informed schools: framing the issue (everyone needs to know abt trauma and ACEs and how kids who experience trauma often have outbursts/disruptive bx and punishment of the outbursts leads to the school to prison pipe line, which they're trying to get rid of), addressing the issue of truama (unions and districts are working together to address trauma w students' and educators' needs in mind--> allows educators to support student's mental and phsycial health so learning can occur), they also have a ton of resources on the page</p>			
<p>What was the problem?</p>				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Harvard Center on the Developing Child
Collective Impact:				
What is the agenda/mission-what is it addressing trauma, disengagement, mental health, a mix?	they focus on the cycles of trauma and targeting that	They wanted school districts involved to actually address the trauma in a meaningful way instead of just theory	they focus on healthy environments and response to trauma in schools- by partnering with school communities to promote healing, social justice, and school success	current mission: to drive science-based innovation that achieves breakthrough outcomes for children facing adversity * support scientific research that can inform the testing, implementation, and refinement of strategies designed to achieve significantly better life outcomes for children facing adversity
What language did they use to describe it?			We aim to increase instructional time and decrease time spent on disciplinary actions. Specifically, the goals of HEARTS include: Increasing student wellness, engagement, and success in school Building staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies Promoting staff wellness through addressing burnout and secondary traumatic stress Interrupting the school to prison pipeline through the reduction of racial disparities in disciplinary office referrals, suspensions, and expulsions.	used the word adversity a lot (not traumatized children)
What was the problem?				the poor life outcomes of children facing adversity

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and Behreavement	Highlands Elementary School	Baker Elementary School	Bemiss Elementary School	El Dorado Elementary School			
Collective Impact:								
What is the agenda/mission-what is it addressing trauma, disengagement, mental health, a mix?	the centre's vision is a nation of resilient schools prepared to appropriately respond to and support their students in times of crisis and grief	- Reduce the impact of traumatic experiences in the school - Professional Development - building strong relationships with the students, helping grow both their academic and non-academic skills, and showing the students that they are cared for	- Focus on developing the whole child - Academic, emotional, social, and well-being - Creating a safe and supportive learning environment	- Reduce the impact of traumatic experiences in the school - Professional Development - building strong relationships with the students, helping grow both their academic and non-academic skills, and showing the students that they are cared for	- Reduce the impact of traumatic experiences in the school - Professional Development - building strong relationships with the students, helping grow both their academic and non-academic skills, and showing the students that they are cared for			
What language did they use to describe it?								
What was the problem?	basically schools not knowing how to help kids through crises							

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask		
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FU = Follow Up		
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?		
What language did they use to describe it?		
What was the problem?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Unviersity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
<p>How is traumainformed education visible in your organization? What approaches are they using?</p>	<p>- The Institute on Trauma and Trauma-Informed Care provides research and training for organizations on trauma and traumainformed care through evaluation, trauma-specific treatment interventions, technical assistance and consultation.</p>	<p>Training Packages: 1. Implementation Guide. This guide summarizes the intent of the Trauma-Sensitive Schools Training Package, describes the components, and provides suggestions for how and when to use the package materials. 2. Understanding Trauma and Its Impact. This component of the Training Package includes resources for educating all school staff about the prevalence of trauma, its impact on children and youth, and implications for schools. Materials include an interactive e-resource and companion slide presentation and activity packet. 3. Building Trauma-Sensitive Schools. This component of the Training Package includes resources for introducing all school staff to the concept of trauma-sensitive schools, why it is important to adopt a trauma-sensitive approach, and trauma-sensitive practices for use in the classroom and schoolwide. Materials include an online module, downloadable handouts, and a facilitation guide with suggestions for how to use the materials for inperson training. 4. Leading Trauma-Sensitive Schools. This component of the Training Package is intended for school leaders and introduces a framework and process for adopting a trauma-sensitive approach schoolwide, including guidance for how to roll-out other package components. Materials include an online module and companion action guide that outline steps for developing school-based implementation plans, along with a facilitation guide with suggestions for how to use the materials for in-person leader training.</p>	<p>Offers online training, especially focused on preparing for School Re-Opening After the COVID-19 Crisis Training (6 Courses): 1. Trauma 101 - Explains how trauma is even more important now with COVID - They have an antimicrobial bag - Offer trauma-informed practices, mindfulness, and resilience training - Organization form for help 2. Trauma Informed Organizations (Basic to Advanced) 3. Introduction to Mindfulness - How to Listen and Respond with Empathy 4. Our Experience Creating a Trauma Informed School - Step by Step (Great for Administrators and Leaders in Schools presented by Principals in the Field) 5. Resilience – A Pathway to Recovery (Level 1 Prerequisite recommended) 6. Custom Courses are our SPECIALTY. We can create a custom training to fit your style, budget, and needs to create a long lasting partnership.</p>	<p>tiered lighthouse model, with preventative strategies for all students, targeted approaches for some students, and intensive approaches for students that need even more help- not sure what these things particularly entail though</p>

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network	National Child Traumatic Stress Network	LIFTS

<p>How is traumainformed education visible in your organization? What approaches are they using?</p>	<p>school culture (make students feel like they belong) and social emotional learning (mindset and social emotional programming)</p>	<p>not sure it it's quite a framework, but this page on their website includes all of the elements a trauma-informed system needs Creating Trauma-Informed Systems The National Child Traumatic Stress Network</p>	<p>they utilize the flexible framework</p>
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<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>National Education Association</p>	<p>TLPI</p>	<p>CLRI</p>	<p>Lincoln High School</p>
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<p>How is traumainformed education visible in your organization? What approaches are they using?</p>	<p>they provide a shit ton of resources for it</p>	<ul style="list-style-type: none"> - Provide support to schools to become trauma sensitive environments - Regulations and policies that support schools making the transition - Research and report writing - Legislative and administrative advocacy for laws - Coalition building - Outreach and education - Individual case representation in special education where a child's traumatic experiences are interfacing with their disabilities - May be helpful to ask to go into more detail with any of the above approaches 	<p>Resources include presentations, phone consultations, and webinars.</p> <p>Presentations cover 6 key elements:</p> <ol style="list-style-type: none"> 1. The original ACE study 2. Brain development 3. Resilience models 4. Strategies and tools for parents 5. Examples of community response to ACE study and resilience information 6. Community action toolbox <p>Phone consultation - Community Technical Assistance provides support for questions on getting started with your own community</p> <p>Webinars - Have 4 online courses. Course 1 and 2 are each 6 hours. Course 3 and 4 are each 12 hours. Course 1 provides information about identifying and responding to trauma with evidence-based resilience strategies using the KISS framework. Course 2 focuses on training members that may come in contact with students with adverse childhood experiences. Course 3 focuses on training members who frequently are in contact with students with adverse childhood experiences. And course 4 focuses on creating a community wide response to trauma. There are also 2 day for course 1 and course 2 that prepares trainers to teach the two courses in their community.</p> <p>Kiss Framework - Knowledge, Insight, Strategies, and Structure</p>	
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<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>Alive and Well</p>	<p>Partnership for Resilience</p>	<p>UCSF Hearts</p>	<p>Harvard Center on the Developing Child</p>
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<p>How is trauma-informed education visible in your organization? What approaches are they using?</p>	<p>they use the missouri model (a developmental model) that focuses on 5 principles: safety, trustworthiness, choice, collaboration, and empowerment. However: cannot find info yet on what specific approaches they train with</p>	<p>3 main themes: wellness and primary care, trauma and behavioral health, and family and community engagement 3 main areas of work: community partnership (uses community organizations to build partnerships bringing education, health, and civic leaders together to address shared concerns), outreach and technical assistance (professional development training for teachers piloted this summer), and research and public policy (partnering w colleges to have access to reserach)</p>	<p>they use an MTSS (multi-tiered system of supports) system (triangle), i just added the graphic here ----> as well as 6 component framework for success</p>	<p>* science based innovation isn't the only thing they focus on, they also focus on policy, economy, and public opinion</p>
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<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>National Center for School Crisis and Behreavement</p>	<p>Highlands Elementary School</p>	<p>Baker Elementary School</p>	<p>Bemiss Elementary School</p>	<p>El Dorado Elementary School</p>			
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<p>How is traumainformed education visible in your organization? What approaches are they using?</p>	<p>They currently have 3 main projects: 1. school crisis and recovery project - a partnership between them, the Center for Applied Research Solutions (CARS) and trauma transformed (T2) - they provide training and technical assistants, creates curricula and best practice resources to promote long term recovery, and it promotes effective and sustainable change 2. coalition to support grieving students - collaboration of national organizations representign the full range of school professionals - provide practicable, accesible, free info and training modules 3. St Nickolas 9/11 Shrine - a nonsectarian Bereavement and Community Center on the 2nd and 3rd floor of the 9/11 shrine</p>	<p>- Change the physical classroom - yoga mats and bolsters, natural light filters, flexible seats that allow for small movements, and cool-down corners for students who need a break, equipped with headphones, books, and toys - Teach students emotional literacy: breathing exercises and practices where students state how they are feeling and why they are feeling that way</p>	<p>- Baker Elementary School focuses on educating teachers about trauma and how it manifests as complex needs. - The teachers also implemented non-academic activities to make a more welcoming and fun environment. - Disciplinary referrals in the school went down by 75% - Uses TLPI resources - both volume 1 and volume 2 - Process was focused around the flexible framework</p>	<p>- Bemiss Elementary School focuses on educating the teachers on the impact of adverse childhood experiences (ACE) - Focused on changing the teacher's view towards their students - After seven years of these practices, there was a 20% decrease in disciplinary referrals and a 30% decrease in suspensions each year for the past two years - Resilience in School Environments (RISE)</p>	<p>- El Dorado Elementary School's staff are first taught what trauma was and how it alters a student's brain - There was a 74% decrease in disciplinary referrals and an 89% decrease in suspensions after implementing this approach - They then brainstorm as a group different approaches and techniques for helping the students - The teachers also work closely with the student's therapist to develop a plan unique for each student - An example: If a student started to lose control, the staff member simply gives them a five-minute pass to the Wellness Center, a room with comfortable seating, headphones, and toys - Student of the week award - give appreciation to students who usaully dont get it - El Dorado has implemented HEARTS - Trying to change the school culture - ask yourself "What happened to them" instead of "Whats wrong with them" - Happy teachers = happy students - Teacher wellness groups across three schools - Program/Framework - Positive Behavioral and Interventions and Support (PBIS) and Safe and Civil Schools - Peace/Break Corner - beanbags, books, toys, blankets</p>			
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<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>		
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<p>How is traumainformed education visible in your organization? What approaches are they using?</p>		
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ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Unviersity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
How did you decide? What is the evidence base for their approach				
How do they define the quality of evidence?				
Is there evidence theoretical or local level?				
How do they report their evidence?				they post a yearly report of their progress

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network	National Child Traumatic Stress Network	LIFTS

<p>How did you decide? What is the evidence base for their approach</p>		<p>it's not quite answered on the website, although they do note that their network is made up of medical providers as well as doctors/scientists/families and everything is well vetted</p>	
<p>How do they define the quality of evidence?</p>			
<p>Is there evidence theoretical or local level?</p>			
<p>How do they report their evidence?</p>	<p>have stats/data on website about english and math scores before and after working w Master Charter School. They also have teachers give students daily informal assessments to make sure kids understand material. Have report period goals, and target student supports and differentiation. Find out more abt that if possible</p>	<p>They state that their work is well documented, especially something called CoCap, so we could probably dig to try to find that</p>	

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>National Education Association</p>	<p>TLPI</p>	<p>CRI</p>	<p>Lincoln High School</p>
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<p>How did you decide? What is the evidence base for their approach</p>	<p>they based there stuff on the biologic basis -- they used the ACE study and they also used neurostuff to back up their reasoning</p>	<ul style="list-style-type: none"> - Massachusetts Advocates for Children (MAC) noticed a pattern of violence in the lives of many children who had been expelled or suspended from school - MAC organized the Task Force on Children Affected by Domestic Violence which produced five working papers on the impact of domestic violence on education, family law, and other matters - These papers were the foundation of later research on the impact traumatic experiences had on children (academically, emotionally, and socially) - MAC worked with an interdisciplinary group of psychologists, educators, and attorneys to draft the Helping Traumatized Children Learn (HTCL) - MAC entered a partnership with Harvard Law School and the partnership became the Trauma and Learning Policy Initiative 		
<p>How do they define the quality of evidence?</p>		<p>Research and report writing</p>		
<p>Is there evidence theoretical or local level?</p>	<p>I think theoretical bc they base it off of sciencd</p>	<p>Legislative and administrative advocacy for laws</p>		
<p>How do they report their evidence?</p>		<ul style="list-style-type: none"> - The Task Force on Children Affected by Domestic Violence produced five working papers on the impact of domestic violence on education, family, and other matters. - TLPI also has two volumes of Helping Traumatized Children Learn. The first volume focuses on trauma and the impact it has on learning. It also introduces the flexible framework with the 6 core elements. The second volume is a guide to creating trauma-sensitive schools and agendas. - TLPI website has many short educational videos 		

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<p>How did you decide? What is the evidence base for their approach</p>		<p>are partnered with colleges so they can do research on this stuff -- not sure how evidenced based it is</p>		<p>3 components of their R+D work 1. science - provides discoveries from bio, behavioral, and social disciplines that are translated into lay person terms to use in their work 2. intervention strategies - designed, tested, and refined through FOI's IDEA impace framewrk (small scale pilots and strategies for increaing impacts of large-scale, evidenced based interventions 3. learning community - includes ppl and organizations united by a common vision, engaged in shared learning to accerlarate innovation, prompting early adoption of promising strategies, and testing pathways to impact at scale</p>
<p>How do they define the quality of evidence?</p>				
<p>Is there evidence theoretical or local level?</p>				<p>theoretical? i think</p>
<p>How do they report their evidence?</p>				<p>mostly published on their website, i also think they publish legit papers</p>

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How did you decide? What is the evidence base for their approach	They participate in reserach in the fields of childhood bereavement and diasater preparedness, which is what I think they base a lot of their work off of							
How do they define the quality of evidence?								
Is there evidence theoretical or local level?	pretty sure it's theoretical							
How do they report their evidence?								

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up		
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How did you decide? What is the evidence base for their approach		
How do they define the quality of evidence?		
Is there evidence theoretical or local level?		
How do they report their evidence?		

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<p>How do they deliver professional development? How does it get into schools?</p>	<p>Provides: 1. Presentations - 34 interviews in 13 categories 2. Training and Consultation - 13 online modules 3. Champion Development - Trains people to launch their own traumainformed organization 4. Agency/Organization Assessment 5. Practice in the Community - sponsored a variety of training for local professionals 6. Substance Abuse and Mental Health Services Administration (SAMHSA) Training - provide a How Being Trauma-Informed Improves Criminal Justice System Responses training - Trauma-Informed Organization Change Manual - The purpose of the manual is to guide organizations and systems in planning for, implementing and sustaining a trauma-informed organizational change. This manual provides a step-by-step guide with tools intended for anyone interested in implementing a trauma-informed approach.</p>	<p>Online modules</p>	<p>- Online training - Free Trauma Assessment - form that explains what the organization is doing and their goals. From their Treating Trauma will help</p>	<p>has a variety of trainings for schools at different phases of trauma-informed education implementation, all delivered by BHS (behavioral health services) members</p>
<p>How do they set the agenda and which parts do they concentrate on?</p>				
<p>How do they educate new teachers?</p>				
<p>What is the infrastructure needed in schools?</p>				

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>Master Charter Network</p>	<p>National Child Traumatic Stress Network</p>	<p>LIFTS</p>
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How do they deliver professional development? How does it get into schools?	Have professional development every Wednesday and complete more than 250 hours of professional development every year	they offer online and in person trainings- as well as a lot of online resources to inform people about childhood trauma- although these aren't just geared towards teachers (i wonder if there's specific trainings for teachers, but you aren't able to see what they have unless you register)	has two options- a graduate level four course curriculum, or direct executive coaching
How do they set the agenda and which parts do they concentrate on?		they also focus heavily on awareness and advocacy/collaborating with policymakers	
How do they educate new teachers?	Have a new teacher year long induction program		again, four courses that can be taken in a 8 week sequence with schools. the courses are an overview course, a course on classroom and student supports, a course on how to create trauma-sensitive schools (focuses deeply on the underlying theory of change), and a course on action research and seminar
What is the infrastructure needed in schools?		website actually focuses mostly on trauma in general, as opposed to how it relates to the school system, but this page notes the essential elements needed https://www.nctsn.org/trauma-informed-care/trauma-informedsystems/schools/essential-elements	they promote the usage of cool-down corners in classrooms, as well as creating a 'hot spot' map to identify areas in and around the school prone to troublesome behavior. Additionally, they recommend a team that focuses on planning and setting priorities for improvemetn

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Education Association	TLPI	CRI	Lincoln High School
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<p>How do they deliver professional development? How does it get into schools?</p>			<p>Presentations, phone consultations, and webinars (online courses) - Row 6 for more information</p>	
<p>How do they set the agenda and which parts do they concentrate on?</p>			<p>It seems like they answer this question in the online course</p>	
<p>How do they educate new teachers?</p>		<p>Provide resources: two volumes of Helping Traumatized Children Learn, and the online learning community with access to videos, blogs, discussion forums, and consultation from TLPI (may come at a price)</p>	<p>Their online resources - Presentations, phone consultations, and webinars (online courses)</p>	
<p>What is the infrastructure needed in schools?</p>		<p>The flexible framework which consists of leadership, professional development, access to resources and services, academic and non-academic strategies, policies and protocols, collaboration with families</p>	<p>It seems like they answer this question in the online course</p>	

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>Alive and Well</p>	<p>Partnership for Resilience</p>	<p>UCSF Hearts</p>	<p>Harvard Center on the Developing Child</p>
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<p>How do they deliver professional development? How does it get into schools?</p>	<p>they hold trainings where one can become an ambassador and hold their own trainings, slightly unclear how this ends up leading to actual teachers- would like to know more about that</p>		<p>they hold professional development training and consultation for school personell and community partners</p>	<p>* they have videos and guides and stuff on the things they think ppl should focus on (ex building adult capabilities to improve child outcomes: a theory of change, or play in early childhood: the role of play in any setting, or three principles to improve outcomes for children and families)</p>
<p>How do they set the agenda and which parts do they concentrate on?</p>				
<p>How do they educate new teachers?</p>				
<p>What is the infrastructure needed in schools?</p>			<p>They have several different programs: -a HEARTS full program which includes a HEARTS consultant on site at the school 3-5 days a week, focusing on all three tiers of the MTSS framewrk-completes training and consultation with staff as well as onsite psychotherapy for students -HEARTS flex program, which focuses on tier one and two of the MTSS, without direct theraputic consultation for students. Has a HEARTs consult that provides training several times a month to staff</p>	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and Behreavement	Highlands Elementary School	Baker Elementary School	Bemiss Elementary School	El Dorado Elementary School			
How do they deliver professional development? How does it get into schools?		- Stresses the importance of PD but does not add any specifics						
How do they set the agenda and which parts do they concentrate on?								
How do they educate new teachers?								
What is the infrastructure needed in schools?								

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up		
How do they deliver professional development? How does it get into schools?		
How do they set the agenda and which parts do they concentrate on?		
How do they educate new teachers?		
What is the infrastructure needed in schools?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Unviersity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
How do they get their funding and how do they demonstrate to their funder that they are doing their job?				
Lessons Learned				
What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)				
Structure of Programs for Teaching for Organziations				
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?				
What kind of incentives or motivators drive teachers to take the training programs?				i think for the most part the schools who join the cohorts all do the trainings, but it would be interesting to know how they recruit schools to join

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network	National Child Traumatic Stress Network	LIFTS
How do they get their funding and how do they demonstrate to their funder that they are doing their job?			
Lessons Learned			
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)			
Structure of Programs for Teaching Organizations			
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?			
What kind of incentives or motivators drive teachers to take the training programs?			

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Education Association	TLPI	CRI	Lincoln High School
How do they get their funding and how do they demonstrate to their funder that they are doing their job?			The presentations, phone consultations, and webinars all have fees. However, I could not find anything about if they have government funding or any other grants	
Lessons Learned				
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)				
Structure of Programs for Teaching Organizations				
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	from what i understand they just provide resources for schools to become more trauma informed			
What kind of incentives or motivators drive teachers to take the training programs?		-they have worked with districts sometimes who have grants and come out and work with them, but they have a big focus on making sure people know what they're getting into and making sure that school personnel understand how this can benefit their school		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Harvard Center on the Developing Child
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	they're an independant 501c3 organization (nonprofit), local funders include the Missouri Foundation for Health, St. Louis Mental Health Board, the Health Care Foundation of Greater Kansas City and the REACH Health Care Foundation. however, unclear how they demonstrate success to funders			
Lessons Learned				
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)				
Structure of Programs for Teaching Organizations				
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?				
What kind of incentives or motivators drive teachers to take the training programs?				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and Behreavement	Highlands Elementary School	Baker Elementary School	Bemiss Elementary School	El Dorado Elementary School			
How do they get their funding and how do they demonstrate to their funder that they are doing their job?								
Lessons Learned								
What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)								
Structure of Programs for Teaching Organziations								
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?								
What kind of incentives or motivators drive teachers to take the training programs?								

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How do they get their funding and how do they demonstrate to their funder that		

they are doing their job?		
Lessons Learned		
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)		
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?		
What kind of incentives or motivators drive teachers to take the training programs?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Unviersity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?</p>	<p>- Refer to column 11</p>	<p>- Refer to column 6</p>	<p>- Refer to column 6</p>	<p>many workshops- https://cbhmboston.com/trainings-2/</p>
<p>How do you incentives/convin ce teachers to implement trauma-informed practices?</p>				
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>				
<p>Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?</p>				
<p>Structure of Program for Schools/Teache rs</p>				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network	National Child Traumatic Stress Network	LIFTS
<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?</p>	<p>Have professional development every Wednesday, need to find out what form the professional development is in</p>		
<p>How do you incentives/convince teachers to implement trauma-informed practices?</p>			
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>	<p>Outcomes-oriented planning meetings with schools/central office experts - ask for more info on those</p>		<p>they reference this "trauma sensitive schools checklist" but not much more is said about it https://lesley.edu/sites/default/files/2017-06/trauma-sensitive-school-checklist.pdf</p>
<p>Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?</p>			
<p>Structure of Program for Schools/Teachers</p>			

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Education Association	TLPI	CRI	Lincoln High School
<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?</p>			<p>Refer to column 6</p>	
<p>How do you incentivize/convince teachers to implement trauma-informed practices?</p>	<p>i don't think they incentive stuff</p>			
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>				
<p>Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?</p>				
<p>Structure of Program for Schools/Teachers</p>				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Harvard Center on the Developing Child
<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?</p>	<p>they host pretty frequent trainings, with the generic one being free and the more in depth one being a fee, but some scholarships are available as well. they also offer 'train the trainer' trainings, where they teach people how to be able to go out and train more people within their organization</p>			<p>pretty sure it's just the resources on their website but i could be wrong</p>
<p>How do you incentivize/convince teachers to implement trauma-informed practices?</p>				
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>				
<p>Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?</p>				
<p>Structure of Program for Schools/Teachers</p>				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and Behreavement	Highlands Elementary School	Baker Elementary School	Bemiss Elementary School	El Dorado Elementary School			
<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?</p>	<p>* provide training and technical assistance to schools that are responding to crisis -> 24/7 toll free number * they also have guides on things like responding to death, talking to children about tragedies, psychological first aid: after a natural disaster * provide resources to help schools prepare, also supports policies that encourage best practices in crisis, lots of guides on this stuff * also have a lot of other online resources listed on their website</p>	<p>- Adapting the physical classroom so it is less restrictive and more comfortable - Social and Emotional Learning</p>	<p>- Could not find any specifics on their professional development program - However, a lot of their work was tied to TLPI volume 1 and volume 2 publications</p>	<p>- Natalie Turner, assistant director of the Washington State University Area Health Educations Center, leads a workshop for Bemiss Elementary School teachers - This training is 1hr/month plus a one day kick-off training - An example of an activity - Each teacher tells a story of a child - they focus on the iceberg technique. They explain what they look like from the outside and then what they learned about them the more time they spent. It helps the teachers start to get familiar with the fact that every student is like an iceberg. You have to dig deeper to find out who they truly are and why they are who they are. - Also uses the ARC model developed by Dr. Margaret Blaustein and Kristine Kinniburgh - Train all staff members (ex. public health nurse)</p>	<p>- El Dorado also worked with TLPI and developed a plan based on the flexible framework</p>			
<p>How do you incentives/convince teachers to implement trauma-informed practices?</p>								
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>								
<p>Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?</p>								
<p>Structure of Program for Schools/Teachers</p>								

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>		
<p>How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training oneoff ?</p>		
<p>How do you incentives/convince teachers to implement trauma-informed practices?</p>		
<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>		
<p>Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?</p>		
<p>Structure of Program for Schools/Teachers</p>		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	University of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretake rs?				
How did you decide which methods to focus on?				
History of Organizations	History of Organizations	History of Organizations	History of Organizations	
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	- Refer to column 3	- Refer to column 3	- Refer to column 3	CBHM (comprehensive behavioral health model) launched in the 2012-2013 school year in 10 boston public schools, and every year 10 more schools join the program
Organization Specific Questions				
What are your afterschool programs like?				
	Variety of partnerships on the website (Community, State, SAMHSA, Western New York (WNY) Trauma-Informed Care Champion Team, Trauma-Informed Community Initiative of WNY (TICI))			

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network	National Child Traumatic Stress Network	LIFTS
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboraton with parents/caretakers?	They have student support systems - Response to instruction and intervention, emotional support and trauma-informed care, special education programs and services, ELL and bilingual programming. Also hold candid conversations about race and bias to create a healthier and more effective school community		
How did you decide which methods to focus on?			
History of Organzations			
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?	Began in 2001 as High Tech High, renamed in 2002. Began to turn around other schools (not sure how) but they got recruited to turn around a bunch of schools that aren't doing to will		
Organization Specific Questions			
What are your afterschool programs like?	Each school has afterschool programs that are unique to their school		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Education Association	TLPI	CRI	Lincoln High School
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboraton with parents/caretakers?	resources focused on school engagement: professional excellence (which is shared lesson plans, activities, and advice), school me podcasts (ppl who have been teaching forever talk abt their experience), blended learning (TBD), classroom management (TBD most important aspect), trauma informed schools (supporting students who suffer from childhood trauma requires whole school involvement and transformation), and whole student education (not just academics)	-follow up through books		
How did you decide which methods to focus on?		-follow up through books		
History of Organizations				
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?		Refer to 'What is the evidence base for their approach' section	<ul style="list-style-type: none"> - Started with a challenge set by Dr. Rob Anda at a 2007 state conference of Community Public Health and Safety Networks - "Go home and make something happen" - Dr. Rob Anda had a morning seminar at Wanda Wanda County Community in 2008 - At the seminar one mother confessed that she has all 10 ACE and realized that her childhood was not her fault - The mother was Annet Bovent who now conducts work through Hope Heals which is an organization that provides support to families in need - https://www.hopehealsyou.com/ - Many more were moved from learning about ACE - Community Resilience Initiative wants to spread this awareness and educate organizations/schools on ACE 	
Organization Specific Questions				
What are your afterschool programs like?				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Harvard Center on the Developing Child
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?				
How did you decide which methods to focus on?				
History of Organizations				
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	2 organizations that came together in 2017 to make a nonprofit, trauma matters KC and alive and well STL	2 siblings (a teacher union leader and a pediatrician) came together to explore how educators and physicians can work together to respond to childhood trauma		Jack P Shonkoff was part of the Institute of Medicine and National Research Council Committee on Integrating the Science of Early Childhood Development and the John D and Catherine T MacArthur Foundation Research Network on Early Experience and Brain Development --> his work in these groups made him find the Harvard Center on the Developing Child --> it's the intersection of a lot of things
Organization Specific Questions				
What are your afterschool programs like?				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and Behreavement	Highlands Elementary School	Baker Elementary School	Bemiss Elementary School	El Dorado Elementary School			
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretake rs?								
How did you decide which methods to focus on?								
History of Organzations								
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?								
Organization Specific Questions								
What are your afterschool programs like?								

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>		
<p>Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?</p>		
<p>How did you decide which methods to focus on?</p>		
<p>History of Organizations</p>		
<p>Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?</p>		
<p>Organization Specific Questions</p>		
<p>What are your afterschool programs like?</p>		

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ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	University of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
	1. Early and respectful trauma screening and assessment for all 2. Addressing any potential retraumatizing policies and procedures 3. Include providers and provides in planning and evaluation of services 4. Establishing an internal trauma team 5. Provides introductory training to all staff 6. Ensures administrative commitment to integrating a traumainformed culture			
	1. Safety - ensuring physical and emotional safety 2. Choice - individual has choice and control 3. Collaboration 4. Trustworthiness - Task clarity, consistency, and interpersonal boundaries 5. Empowerment - prioritizing empowerment and skill building			

Supplemental Materials C: Preamble

The purpose of this study, sponsored by Banksia Gardens Community Services and NCESE, is to collect background information on organizations that have successfully implemented trauma-informed education programs or teacher training in this area. We will report our results to the NCESE and BGCS so they can further develop their own trauma-informed program and connect to other groups doing this work. As university students, we are conducting this research as part of our university's requirement to conduct a community-focused program. Our final report on this project will appear on WPI's website. We identified your organization and would like to conduct an interview with you to collect more information about your programs, particularly with respect to how you carry out professional development OR implement trauma-informed education in your school. This information we gather from a range of schools and organizations will be used to catalog best practices, as well as learn more about the background of this organization. In addition, should you choose to participate in this interview, know that you are free to end the interview at any time and you are free to not answer any of the questions. By verbally agreeing, you acknowledge your willingness to participate in the interview, which should take 30 minutes or less. Audio from the interview will be recorded, but the recording itself will not be available to anyone but our research team. If you have further questions about this study or wish to read our final report, please contact us at gr-BB20@wpi.edu

Supplemental Materials D: Interview Data

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	TLPI	CRI	Alive and Well	ProjectREAL	Lincoln High School	Belmont High School	Mass Department of Ed
Collective Impact: What is the agenda/mission- what is addressing trauma, disengagement, mental health, a mix?	To ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. -looking to try and center the conversation on trauma and its impacts on education reform so that more schools can create safe and supportive environments -mentioned the safe and supportive schools act which has a line item that allows the gov't to give out grants for schools to engage in this -focusing on a process-based approach and school culture to help teachers embrace a set of norms and values to guide their actions- making sure students feel safe (emotionally, academically, etc), connected, and not pushed out by their school and school community -focusing on education reform and policy as well	Goal: "Creating a community conversation in ACEs and Resilience, aiming to embed these principles into action through its multiple partners, agencies, and organizations... CRI focuses on institutionalizing its community learning through trainings, teaching tools, and conferences."	they focus on the cycles of trauma and targeting that		student discipline was a huge problem -- they wanted to fix it		*States do this using other words ->Some states focus on SEL --> community of school is safe and supportive ->Ppl don't necessarily make all the links be everything is connected, which is somewhat problem ->Bullying prevention is this work
What language did they use to describe it?			talked about the ACE study and toxic stress- how the ace study gave them a good construct for how to think about things- remembering that is is the community and the system that is broken , rather than just the individual She was working at St.Louis regional health commission, focused on helping to reduce health disparities- so she was working on trying to provide coverage for things insurance typically wouldn't cover in MI. She noticed that 75% of people enrolling in the program were African American (redlining and segregated neighborhoods contributing significantly to toxic stress/low income/differences in outcome for these communities)				
What was the problem?	- Provide support to schools to become trauma sensitive environments - Regulations and policies that support schools making the transition - Research and report writing - Legislative and administrative advocacy for laws - Coalition building - Outreach and education - Individual case representation in special education where a child's traumatic experiences are interfacing with their disabilities - May be helpful to ask to go into more detail with any of the above approaches From Interview: - work in schools to do professional development and training within MA (its a small team so they don't go to far) and they also provide resources for schools that are too far for them to do professional development - in the PD they offer it's a 90 minute "kick off training" where they focus first on ACE study and prevalence of traumatic experience and then they talk about the neurobiology part in a school focused way (impairce of trauma on the brain and bx in school), then they talk abt the norms and attributes of a trauma informed school and the culture that supports it, after that schools are kind of on their own, each school focuses on what they want to focus on, they make a steering committee which decides on the PD and strategiest the school wants to focus on, TPLI can go to committee meetings and give their input	Resources include presentations, phone consultations, and webinars. Presentations cover 6 key elements: 1. The original ACE study 2. Brain development 3. Resilience models 4. Strategies and tools for parents 5. Examples of community response to ACE study and resilience information 6. Community action toolbox Phone consultation - Community Technical Assistance provides support for questions on getting started with your own community Webinars - Have 4 online courses. Course 1 and 2 are each 6 hours. Course 3 and 4 are each 12 hours. Course 1 provides information about identifying and responding to trauma with evidence-based resilience strategies using the KISS framework. Course 2 focuses on training members that may come in contact with students with adverse childhood experiences. Course 3 focuses on training members who frequently are in contact with students with adverse childhood experiences. And course 4 focuses on creating a community wide response to trauma. There are also 2 day for course 1 and course 2 that prepares trainers to teach the two courses in their community. KISS Framework - Knowledge, Insight, Strategies, and Structure The program is about recognizing the behavioral patterns when someone loses the love, respect, and safety they were born into	they focus on the Missouri model, which defines itself as an ongoing organizational change process- one that is not as simple as just implementing it and then crossing items off a checklist, but rather requiring a paradigm shift for all involved. Approach has found major components, each with it's own tasks: Trauma aware, trauma sensitive, trauma responsive, and trauma informed. For each stage, there's definition, processes, indicators, and resources to learn more. more info can be found here: https://dnh.mo.gov/media/pdf/misouri-model-development/trauma-informed-approaches	* they follow the ARC framework and the neurosequental model and positive psychology * there are lots of routines and rhythms they stick to to create a predictable environment for kids * all these approaches are predictable - how they teach, how the handle bad bx how they handle bx in general * learning is scaffolded for kids to ensure success -- academically and emotionally (regulation) --> lots of options and choice in how they do work or what activity they do * "strength based approach" -- based on kids interested and trying to get them to experience and grow different passions * unconditional positive regard to kids and families* lots of family work -- lots of hand on activities -- super practicable (for everything, like math bc that makes kids more engaged) * they don't just focus on the child -- they focus on the whole child -- the school, the home, the community -- consistency needs to be everywhere * it's hard to find the balance between giving them the choice and maintaining predictability -> predictability is super important for boundaries and safety -> so the predictability is necessary - they just try to offer as much choice throughout the day, but the choice is always limited to either 2 or 3 things -> they don't always balance it correctly - they want things to be predictable but sometimes that's not in the best interest of the child -> gives kids a bit of control, but they also have the predictability	* It was all about the commitment of the staff to build success		
How is trauma-informed education visible in your organization? What approaches are they using?	- Massachusetts Advocates for Children (MAC) noticed a pattern of violence in the lives of many children who had been expelled or suspended from school - MAC organized the Task Force on Children Affected by Domestic Violence which produced five working papers on the impact of domestic violence on education, family law, and other matters - These papers were the foundation of later research on the impact traumatic experiences had on children (academically, emotionally, and socially) - MAC worked with an interdisciplinary group of psychologists, educators, and attorneys to draft the Helping Traumatized Children Learn (HTCL) - MAC entered a partnership with Harvard Law School and the partnership became the Trauma and Learning Policy Initiative	* Everything they do is based on solid science -- evidence based * Dr. Hopkins and Dr. Catalon - uni of Seattle and Washington -- study on risk and protective factors, higher risk lower protective factors -- higher risk of bad bx -- community of cares - their study focused on the relationship between risk and protective factors. The higher the risk and the lower the protective factor, the more likely they will engage in the 7 misbehaviors - Social Development Strategy (Communities that Care) - Their research was CRIs foundation (this was also before ACE) -> This is their foundation. When they started that work the ACE's study wasn't done yet. They focus on the protective factors - social support networks. It's not the ACE score - it's your resilience score. You don't live only in risk. Need to learn to how to deal w emotions * They're in the 4th wave of understand research on understanding resilience *Witness phenomenon -- the reason to learn abt child history to then witness adult and be like look at how well you've done despite all this, i witness you and value you - what else can i do to help you	Although A&W wasn't involved in the development of the Missouri Model, they discussed with national consultants what framework would fit them and their program best. The missouri model was developed by doctors in the mental health field who knew a lot about the science and wanted to bring it into classrooms	* ARC framework and neurosequental model and positive psychology			* Original framework was the behavioral health in public schools developed by commission members (who themselves had expertise or consulted others) * It's still undergoing revisions-- consulting w experts on framework * TPLI harvard grads looked it over and gave it a thumbs up * Working w a vendor to make a larger revision -- revisions and research backing it up
How do they define the quality of evidence?	Research and report writing		They use several evaluation strategies- an organizational assessment from the Missouri Model, the ARTIC, which is the only psychometrically valid survey for assessing where the staff is at are the major ones.				
Is there evidence theoretical or local level?	Legislative and administrative advocacy for laws		Sounds like both- doctors took what they knew from the science and combined it with what was working in schools to figure out what would be best for everyone				
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<p>How do they report their evidence?</p>	<p>- The Task Force on Children Affected by Domestic Violence produced five working papers on the impact of domestic violence on education, family, and other matters. - TLPI also has two volumes of Helping Traumatized Children Learn. The first volume focuses on trauma and the impact it has on learning. It also introduces the flexible framework with the 6 core elements. The second volume is a guide to creating trauma-sensitive schools and agendas. - TLPI website has many short educational videos</p>	<p>"Long term record of evaluation is something they do well ->Adjusting when they need to is key ->Recently published they're history</p>	<p>Some of it is published on their website, not sure if they also release reports</p>	<p>* attendance is the main measure of success lots of qualitative stuff -> stories to show success or progress, but they don't consider it a measure of success -> conversations w parents -> case studies -> pre and post impact statements from parents, students, and schools -- super powerful stuff but they want to do more of it * they're trying to tighten up what they're going to sue to measure success and to make sure they're measuring it in the best way possible</p>	<p>they had a huge decrease in disciplinary rates from interview. He knocked suspensions way down and instead of reacting and telling kids that what they were doing was wrong, he started asking WHY they did what they did, that was what helped</p>		
<p>How do they deliver professional development? How does it get into schools?</p>	<p>-Since TLPI is quite a small team (7 people), they break up their structure into people who actually go out to schools, attorneys who work with individual students and families (freq. those with trauma) -Trying to figure out what it's like for these students as well as what as it's like for a teacher or administrator to carry this out -Does do direct work with schools in MA, and developed tools for schools in other states/countries but aren't able to offer direct support to those schools because of small team -Does direct consultation and email support with schools -Also utilizes Harvard Law School where they're able to work with law students who can take the cases of those kids in special ed as well as utilize them to do advocacy/legislative work -does about a 90 min kick-off training, talking about the ACE study and helping schools understand the need for this, as well as the neurobiology so they can understand the effects of trauma on behaviors and academics. secondly, talks about how they get there- introduces the norm and attributes of a trauma informed school and making sure people realize it's not about individual students in certain classes, but it's really a whole school approach, and every part of the staff shares responsibilities for all kids no matter their position -from there, schools take things up, has the staff complete a short survey where they can report what they think the urgencies are and what the barriers are -then schools form a steering committee to continue the mission in the building, then they can decide on different PD depending on what the urgencies are (teaching about SEL, teaching mindfulness) -focuses mainly on teaching about trauma and it's impact and making sure they understand it's a whole school approach</p>	<p>Presentations, phone consultations, and webinars (online courses) - Row 6 for more information</p>	<p>they hold trainings where one can become an ambassador and hold their own trainings, and then schools can also get more direct assistance where early trainings are given to the whole staff, and then they have the schools form their own 'trauma-teams' to direct the transition, but A&W always remains a support resource they can turn to for guidance</p>				
<p>How do they set the agenda and which parts do they concentrate on?</p>	<p>Provide resources: two volumes of Helping Traumatized Children Learn, and the online learning community with access to videos, blogs, discussion forums, and consultation from TLPI (may come at a price)</p>	<p>It seems like they answer this question in the online course</p>	<p>They note that there's 12 major indicators used to evaluate success, but they let each school and organization decide on which of the 12 they want to focus on (since you can't just tackle all 12 at once) and slowly work their way through them</p>				
<p>How do they educate new teachers?</p>	<p>The flexible framework which consists of leadership, professional development, access to resources and services, academic and non-academic strategies, policies and protocols, collaboration with families</p>	<p>Their online resources - Presentations, phone consultations, and webinars (online courses)</p>	<p>Different for each school- they have several basic trainings that are used, but then it becomes up to the schools and their trauma teams to decide on PD</p>				
<p>What is the infrastructure needed in schools?</p>	<p>The flexible framework which consists of leadership, professional development, access to resources and services, academic and non-academic strategies, policies and protocols, collaboration with families</p>	<p>It seems like they answer this question in the online course</p>	<p>It requires a 'trauma-team' that is focused on helping the development and transition of the program within schools, and the time for teachers to be able to do trainings. Additionally, she noted the importance of principal and leadership staff buy-in and that it is critical that they are involved in the process.</p>				
<p>How do they get their funding and how do they demonstrate to their funder that they are doing their job?</p>		<p>The presentations, phone consultations, and webinars all have fees. However, I could not find anything about if they have government funding or any other grants</p>	<p>they're an independant 501c3 organization (nonprofit), local funders include the Missouri Foundation for Health, St. Louis Mental Health Board, the Health Care Foundation of Greater Kansas City and the REACH Health Care Foundation. however, unclear how they demonstrate success to funders</p>				<p>* She oversees the grant (year 3) *Answer depends on the year--> interest has increased over the years *It is a competitive process ->2018-2019 - 30 applicants and everyone got it ->2019-2020 - 38 applicants and awarded 17 ->2020-2021 - 27 applicants and awarded 14 (I think) *Big drop bc there are 2 grant programs --> continuation grants and new grants --> all 30 got the continuation and that took a up lots of money ->Continuation only continues for 1 year</p>

Lessons Learned

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p>	<p>TLPI</p>	<p>CRI</p>	<p>Alive and Well</p>	<p>ProjectREAL</p>	<p>Lincoln High School</p>	<p>Belmont High School</p>	<p>Mass Department of Ed</p>
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<p>What is the biggest challenge your organization has faced? - with respect to TIE (internally or externally)</p>	<p>the law and order mindset in the US (possibly just a US thing), but that students are overly disciplined for a trauma response, bc to them it's not just punishment the trust in the relationship is broken, so trying to change the mindset is important to make sure relationships stay solid and that there is more understanding between students and teachers -helping to restore student's place in the community, sense of accomplishment in the classroom, and relationship with schools - people feeling like this means they need to be 'sof' on kids, but this isn't the case- it's about rethinking discipline and what it means - systemic structures that are in place in school, accountability measures are barriers - they separate traditional curriculum and emotional curriculum (ex. if a teacher needs to spend x amount of time a day on science/math/etc, and there's only so much time in the day, teacher's only have so much time to work on developing relationships with kids and help teach kids the concepts of SEL</p>	<p>Mindset shift - what the I in KISS captures ->If you cannot move into empathy or compassion (it pisses teachers off to hear this) watch you punish one kid one way and a different kid another way - you need to figure out why one kid pisses you off and similar bc in another doesn't rub you the wrong way -> need to understand where -> Need to look at the patterns - on the adult to look and make the change - The systems level - it gets more and more challenging to make these mindset shifts - "The biggest issue - when a staff (not just a teacher) doesn't understand their effect on the student -> A lot of their work is to help people understand their own values and belief, helping the adult recognize the contribution they put onto the kids, usually blame everything on kids and don't focus on how to change it -> Harvard's center on the developing child -> video called building adult capabilities to then affect children's outcomes - "The parole officers that were most successful was based on their assumption if the kids were capable or not -> It makes it super hard bc you don't know what your re' biases are, but they 100% effect the other ppl - ROLES - if you can't recognize your own interior state, your not going to be effective -> When you are contributing to the assumption that they have to be like you, you aren't going to make it</p>	<p>Mindset is a huge challenge for teachers, because it's a large shift from what they know and what they've practiced for a long time. Although the trainings come in handy here as they help to start that shift. Demand of time on educators is another big problem- when teachers have to focus so much on making sure kids do well on standardized testing, it leaves little time for things like emotional learning and development, so it's really hard to find the balance. Low Budget Schools is a big factor, especially in the area that they work in, where many lower-income schools have much bigger problems to worry about, so it can be hard to get something like this to the top of the list</p>	<p>the practical work is compatible routines and rhythms and consistency -> easily transferred - passing on teaching and learning material is hard to transfer bc schools don't think it aligns w the curriculum they need to teach -> a goal of there's is to make it more apparent - schools don't have the theoretical knowledge that they need to be able to change their mindset towards the children which they need to do to be successful - need to change the mindset towards the parents as well, not just the kids - need to treat them with unconditional positive regard - they usually have strained relationships w parents of troubled children - not having the resources to try something new or something different - they already have a pre-existing idea of how schools are supposed to work and they don't want to change it - quality control - easy for teachers to revert back to what's comfortable and easy - they miss what the kids really need -> due to lacking the theoretical underpinnings - need ot read enough to have a complete mindset shift - this is new to schools which makes it hard and they schools need resources - trying to teacher and model trauma-sensitive knowledge and practice and then have the school feel unsupported bc they feel like you on a different wavelength -> trying to coach teachers w/o upsetting the teachers</p>	<p>* When they first started, one of the most common infractions was a student getting upset and telling them to fuck off -> And for teachers, it's so hard for them to keep regulated in that moment -> But practicing these skills is key -> If a teacher does go off on a kid and doesn't regulate himself, he should bring the kid back in and explain that he should've taken the time to calm down and he blew it- apologize and start over to show there isn't a double standard and start a new conversation -> Told kids they loved them -> forming a family culture - "For teachers- was there consistent resources for training -> Usually teachers would know after submitting the behavior referral that it was partly the teachers fault for pushing them, and would want to change the consequence to just talking to the kid -> Would give teachers time to process with the kid after school -> Really stops the 'me against you' mindset- also found that kids were really forgiving -> Everything is a teachable moment, even for the teachers -> The strength was in responding to the kid and seeking understanding and making sure kids knew they had a choice when they felt like they were going to blow up -> Always reinforcing their growth - "look at you, a few months ago you would've never asked for a time out but now you do" and then telling them you're proud of them and how they handle situations so they feel cared about -> And then if kids need disciplinary consequences, made sure they always understood they need to be held accountable -> Trauma informed teaching doesn't mean not holding kids accountable, it's teaching them boundaries with empathy and compassion because they don't know what the boundaries are</p>	<p>It's all a brain shift, and there's so much going on in a classroom during a class that the teacher is trying to keep track of -> Trying to magage student interactions, teacher interactions, things the teacher is dealing with outside, etc -> Giving teachers tools and letting them recenter themselves before starting class -> Something something human nature, there's a lot of layers that need to be put into place before this can be made universal</p>	<p>*Funding is a huge challenge -> The grant isn't a lot of money, you're not revamping SEL (that's not what the budget is going to cover) or PD for entire district to do trauma-impact -> Need to use funds they already have or align it with other budgets -> Rewriting a handbook doesn't cost money -> This is a cop out - there are ways to work around it</p>
<p>What advice would you give to others implementing trauma-informed training programs in the classroom?</p>	<p>-changing the mindset in schools can be the hardest part- making sure teachers are always in consideration and trying to think about how they can adapt their practices to be more trauma-sensitive (think the spotlight example) -stoplight example: the typical green-yellow-red zone approach to discipline actually can make a lot of students who have experienced trauma feel humiliated/triggered, and some teachers fought changing this because they felt they still needed consequences, but realized it was teaching them the wrong things about their behavior. flipped it instead to the zones of regulation (green = ready feeling good, yellow = distracted, agitated, red= angry, etc)- and teaching students that every zone is okay, but kids need to be in the green zone to be successful, and students could learn how to recognize the zone they're in and figure out how to self regulate with sensory items (books, putty, etc) in order to get back to green and be ready to learn</p>	<p>*Need the worker bee engaged you also need the supervisor engaged - you can't do this work if you're not going to be supported by your administration - it took 8 years to get a superintendent that understood the KISS framework and implemented throughout all levels</p>	<p>- to help shift the mindsets of teachers, they noted the biggest key to success is getting teacher and people to see themselves in it (not just other people or students) and realizing that trauma and toxic stress can affect everything and everyone. Additionally, it also helps to make sure teachers know that the Missouri Model also focuses heavily on making sure teachers are healthy and not stressed, and that it focuses on making the community a better place to teach in, AS WELL AS, learn in -making sure that the principal and other leadership adequately buy in to the program is critical, because if they aren't on board, it's much harder to usher in change - It is important to make sure that things like racism and discrimination aren't left out of the conversation, because they impact outcomes too. Talking about trauma in general helps to bring more people into the conversation, but for people who live in systems that oppress them have extra layers of trauma that need to be addressed in order to be fixed/make progress</p>	<p>They're facing the same thing that we did, but in AUS- the chokehold on traditional practices- where in AUS they always have a problem getting teachers beyond the punishment -> This was an issue in the US too and it's hard to overcome - "If I ever told me to f off you better put your seatbelt on" -> But now he drops his personal mirror and asks the kid what's going on -> RARELY ever was the kids stress coming from school, but was rather manifesting in school -> This is so hard because the kids behavior isn't about us, but it's what they're going through -> So the issues and the push back isn't personal, it's not directed at the teacher -> Found that once educated, kids wanted to apologize without being asked, and they would want to do it on their own time and by themselves - "If we're going to punish kids, we're creating a 'me against you' -> Punishment (out of school suspension) leads to incarceration- the research shows this, they don't make it through school" -> But once we go trauma responsive, it gets so much better and they can look at their future with optimism -> Amazing to see a kid all of a sudden find out that there's someone they're meant to be, rather than just being someone defined by their trauma</p>			
<p>Would you be interested in speaking with Banksia further?</p>	<p>- they've worked w Queensland college and told us to look into the Leslie Institute for childhood trauma - what they do is very different from most other groups bc they don't focus on strategies, but rather they focus on a set of values that make them think abt the strategies they use and how to make them more trauma informed</p>	<p>she would love to come to our final presentation</p>	<p>yes! they'd love to attend our presentation</p>				
<p>Structure of Programs for Teaching Organizations</p>							

<p>ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up</p> <p>How do you recruit teachers and schools to work with? - how do you promote the work? how do schools find out about you?</p>	<p>TLPI</p> <p>- they respond to ppl who reach out to them asking abt the work, they're trying to build a community of practice -- if they start w the ppl who reach out to them others will follow - sometimes someone high up in a school district will reach out to them abt PD and the ppl who they are actually training aren't the most interested to begin with -emphasizes teachers looking at tedtalks/researching to see that for many schools, trauma informed practices can fit quite well into their existing teaching style</p>	<p>CRI</p>	<p>Alive and Well</p> <p>it sounds like schools really come to them- their first year they had the goal of finding 6 schools that would want to get involved, but ended up with 26 schools that wanted to join that year. however, since A&W started as a social media campaign about toxic stress and trauma, that was helpful in spreading the message</p>	<p>ProjectREAL</p> <p>- outside teachers (usually previous teachers of the students or the educational support staff of the students - they're encouraged to come in at least once a week to learn how to support the student as much as possible -> it doesn't happen as much as it should - they need to be more clear w the expectations -> some teachers come in more than others, but then need to set clearer expectations - teachers don't spend enough time there, and when they are there they spend time building relationships w the kid, whereas they should be paying more attention to the teacher style more -> come in w a particular focus they can ask abt</p>	<p>Lincoln High School</p>	<p>Belmont High School</p>	<p>Mass Department of Ed</p>
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				* they don't track what the teachers do w what they learn -- they are probably going to try and do that more next year			
What kind of incentives or motivators drive teachers to take the training programs?	-they have worked with districts sometimes who have grants and come out and work with them, but they have a big focus on making sure people know what they're getting into and making sure that school personnel understand how this can benefit their school					* teachers whose students are in it are supposed to go for at least an hour a week	
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off?	-provides online learning resources and an online learning environment for anyone that wants to register -focuses on a very tailored approach for schools to make sure they get the benefits out that they want -they focus on a process, not just a program. -starts with schools taking the time to develop awareness among the staff, and then makes the school identify what's urgent (attendance, high disciplinary rates, suicides in the community, etc) as a staff and then create an action plan	Refer to column 6	they host pretty frequent trainings, with the generic one being free and the more in depth one being a fee, but some scholarships are available as well. they also offer 'train the trainer' trainings, where they teach people how to be able to go out and train more people within their organization			*They get theory and examples ->They did have a brief presentation of trauma w mclain's, teaching kids how to 'recharge their batteries' ->'Teaching at its base is a relational job' *'The director of her department is very invested and therefore is very knowledgeable, so she's been able to see it in practice and if there's something they want to learn in theory the director is very invested in letting them try it in practice ->But not sure how this is across other departments -> Only 2 half days of PD every year in combination with some other short trainings (PLT... what that) *'They currently have a partnership with mclains ->Trainings around teachers and self care and trainings around how to care and support students during COVID ->Even students that are well adjusted will come in with some sort of trauma because of what they've experienced since covid	
How do you incentivize/convince teachers to implement trauma-informed practices?							
Can you explain any post-training assessment of the teachers and their work in the classroom?	- different for every school- allows schools to decide on these metrics -measuring success is a tailored approach, and they don't try to tell schools what the destination is -emphasizes looking at quantitative but also qualitative data, and focuses on markers along the way (what feels better in the school/ notices a more cohesive staff, etc)	*Using the brain science *Lincoln high school principal was sitting w her talking to a neuroscientist -- when student's fight or flight is activated they can't listen bc they're in survival mode *Can't have a conversation when you're in survival mode *The principal would allow them time to calm down before he would talk to them, he modeled that question "what's going on that created that kind of reaction?" *Learning to model what the science tells you -> don't start lecturing when ppl are in fight or flight * disciplinary stuff -> changing the rules -> ISS (in school suspension) - need to hold students accountable, don't excuse it but still give them a chance to feel safe -> now it's just called a safety room *Looking at do I really need to suspend this kid? Just sending them back to the streets? Need to hold them accountable, but not isolating them from the community *Used Dr. Mattson and Dr. Abel - FSU (Florida State University) 4 metrics to measure the increase in resilience -> 4 Metrics: Mastery of skills, relationship, optimism (sense of future), learning what you need and how to get there *It depends on the organization, they're never stopping evaluating the work ->Their newest one is the story capturing process -- they're going to interview 3 of their agencies (Valley residential, a relatively small profit, Division of Children and Family) -> They want to ask how CRI has impacted them so they can understand their organizational influence. need systemic support to make lasting changes *Their metrics are constantly shifting *Took 8 years to find the right superintendent	mentioned above, they have the assessment that comes with the Missouri model, the ARTIC assessment, and 12 indicators used as well (not sure what the 12 indicators entail, however)	* going to maybe start doing that	* Very basic but practical tools- took the year prior to implementation as the baseline, and then tracked behavior, attendance, grad rate, daily attendance, GPA, testing scores. -> After the first year of implementation, the numbers got crazy better, they never even thought that was something that would happen and each year since they've just continued to get better ->This improvement is what keeps driving them to do more *Looks at the current disciplinary infractions and reasons ->Fights went down 75% that year ->Despite being an alternative high school, grad rates and test scores went above the state average	*They need to look at metrics internally during self-reflection process *They don't look specifically *They look at action plan and give some feedback on it ->Does it meet requirements of *Process is specific to each school and school district - *No goal standard *Grant evaluation that occurs ->They haven't figured out how to measure if schools are more safe and supportive ->How ppl work together and stuff *this is an iterative process-- self-reflection, plan, implement, self-reflect *Part of the grant program is to include some mentoring districts ->In the cycle they can apply for the grants and continuation grant -- once they get those they become mentor schools ->One school gets the funds and then they decide to do it in more school (district wide) -- no concrete measures --> they have a district person who supports this work as a full time position makes a difference ->Some districts don't apply to continue the work, but no one is less successful ppl ->Lots of district personnel turnover -- problem for some districts ->In mass they need to write school and district improvement plans reviewed by school committee, in district improvement plan they always had safety goals-- instead of just safety, also think about support -->Once it's concretely in the district plan that makes it more likely to happen even if turnover occurs *District leader will go to a new district and then that district will apply-- messiah of safe schools	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?			see above				
Structure of Program for Schools/Teachers							

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Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	follow up through books				* All teachers understood 'the power of one' - one caring adult relationship -> For kids that come from trauma, just one caring adult can change their path from hopelessness to hope, so each staff member should try and strive for this *Each member of staff was always seeking positive interactions with kids * Called themselves 'the lincoln family' and the kids started contributing to the culture as well -> "The kids gave us even more than we gave them"		
How did you decide which methods to focus on?	follow up through books	*Everything they do is based off the fact they did it in Walla Walla *They learned it from doing it in person *Intersection of science and practice -- learn from what you're doing *They have a long term record of evaluation. They adjust when they need to adjust but they always try to stay true to themselves *It's not your ACE score, its your resilience score					
History of Organizations	Refer to 'What is the evidence base for their approach' section	- Started with a challenge set by Dr. Rob Anda at a 2007 state conference of Community Public Health and Safety Networks - "Go home and make something happen" - Dr. Rob Anda had a morning seminar at Wanda Wanda County Community in 2009 - At the seminar one mother confessed that she has all 10 ACE and realized that her childhood was not her fault - The mother was Annel Boveint who now conducts work through Hope Heals which is an organization that provides support to families in need - https://www.hopehealsyou.com/ - Many more were moved from learning about ACE - Community Resilience Initiative wants to spread this awareness and educate organizations/schools on ACE	2 organizations that came together in 2017 to make a nonprofit, trauma matters KC and alive and well STL From interview: * She was working at St Louis regional health commission - reduce health disparities, Missouri not a Medicaid expansion state, they were trying to provide coverage for primary health care -- improving health care, 75% of ppl who enrolled were African American -- segregated neighborhoods and redlining still have huge impacts, What was contributing to difference in outcome *ACE study and toxic stress - it gave them a construct on how to think abt things -- it's not the ppl that are broken, but rather the community and system is broken causing the bad outcomes *Michael Ferguson was shot and killed --> Ferguson commission to figure out what was driving the civil unrest -> 2 St Louis *Alive and Well was originally a media campaign to make people aware about trauma and toxic stress -- schools became super interested, they knew it was a problem and then wanted to improve *Partnered w doctors to try and help schools - Missouri model for trauma informed care-> Learning collaborative w the goal of 6 schools, but 26 schools ended up wanting to be part of it in 2016, Partners across the state in Kansas city and started making it bigger, Started an independent nonprofit whose sole purpose on addressing trauma and toxic stress, work in education is a big part of what they do	She was a teacher working w re-engagement programs in her schools and was looking for opportunities -- she saw the job and had previously heard of Banksia and she was super inspired by what they were doing for the community and she was looking online and saw ProjectREAL and applied and got	* When he was working at lincoln- no one came to him and asked him if he wanted to be trauma informed, and at the time len (head of cri) invited him to a conference and then he went and attended ->The conf was called 'hope to resilience' and he has previously heard a little about the ACE study but it was at this conf that he listened to john medina as the speaker and it was the first time he heard about toxic stress, fight flight freeze, and the effects and how students couldn't learn like this -> It hit him pretty hard- he came out of the keynote and realized his model of discipline was really punishment rather than chage ->Realized the power of a caring adult relationship and how he needed to wrap support around the kids		
Organization Specific Questions							
What are your afterschool programs like?							
What do you look for in schools when trying to determine if they receive a grant?		*KISS framework came as a reflection from the 10-12 years of work they originally did-- it came from reflecting and learning from the past *Scaffolded from 20 years of community engagement, community practice, community development *Macro level - kids don't learn resilience out of a book, they learn it from important ppl in their lives modeling it *How you live in your community will make or break a child being resilient -- it's how you move through your domains in life that will allow you to learn *Originally -- helping to frame common language so that every partner would understand the framework, so that no matter where the person went they would see the same concept, and spreading it throughout the community *Lincoln High School easily picked up the concepts of resilience - you cant stay individually resilient if your community does not care about you and your safety *Everything they do is based on solid science -- evidence based *Biggest challenge is changing the teacher's mindset (some teachers get annoyed with one student even if another student does the same thing, its about what each person has experienced in their life, but you have to look at patterns instead of going with your emotions)					*automatically eligible for continuation grant if they got the award grant the year before ->They still need to apply and have a plan *Competitive grant ->Need to meet requirements of grant ->Score competitive grants on a rubric ->Some ppl didn't understand the purpose -->Talking abt shop safety (safe saws?) not the purpose of this grant ->Racial equity -- we're talking abt it in a way that made them seem prepared to address it properly -->Without understanding racial equity ppl can provide things that are more harmful than good ->https://www.doe.mass.edu/grants/2021/335/ -->Gives an example of the questions
What is the average monetary amount of the grants given							*All public info *Eligible to apply for \$10000 per school or \$20000 per district *They've given \$6500 - missed the second number
School Specific Questions							
What is your framework for thinking about trauma informed (TI) practice? What and where did it come from? Is it a link of frameworks, if so which ones?					* The research is clear that the traditional practices are harmful * the conference he went to from CRI on the child brain		
What has been your journey and how will it guide you in the next few years?							
How do you understand what the school needs and what are the mechanisms to carry it out?							

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What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?			- They are located in the Hume region of Australia, which is known to being one of the more disadvantages regions in Australia		* Their staff development was back in 2010/2011- there wasn't really any school trainers at the time so their training came from mental health professionals and was a lot of theory- so they had to come up with practice from the theory -> Came out with three things- not taking the kid on in the moment but giving them time to come down, went into a teachable moment once they calmed down (teaching about the brain, how stress impacts the brain, they need to reach out before blowing up, how to catch their triggers), giving them ways to stay regulated before they blow up (because with regulation kids can actually learn)- allowing kids to take time outs if they need 1. Focuses on getting kids into a position where they can learn 2. Knowing that by following the first two steps, they could do the third 3. Created a 'me with you' situation where they were really building relationships * Who got the training? Every single staff member has something to offer and has their own gifts and talents, so the entire staff was included in the trainings, not just teachers * One practice- students of concern- the staff would come together and talk about the students they were most concerned about and came up with ways to wrap support around them -> Right down the the secretaries and custodians- everyone was an active member of the family -> Only had 4 naysayers out of the 32 staff that didn't want to cooperate, but the majority of the staff agreed and that was what mattered -> Found that kids were sharing really impactful things and really teaching them how to communicate and support them more effectively	*So they started off with SEL initiative which was the first step in recognizing that if kids can't feel loved safe and supported they won't be able to learn successfully -> After the MCAS scores came out, it showed a huge opportunity staff between students both in math and verbal -> This was surprising to staff and they looked more into culturally responsive learning *Showed that three major parts of the brain are involved in a learning situation that can be activated or deactivated depending on how a student is feeling -> Amygdala (fight or flight), threat scanning things, hippocampus gets shut down by the amygdala if someone is in a fight or flight state, making it impossible to learn -> Could be part of perceived bias (race) or trauma -> If students perceive threat, they are physically incapable of learning *Intelligence isn't fixed- it's a malleable thing, no one is born smart or unsmart *So if a kid is always having a negative experience in school, those intelligence growth pathways get stunted and harder to connect and grow knowledge *So a lot of the PD they've had started with getting faculty to understand how emotion is inherently linked to learning -> If a student comes in in a bad state because of failing a math class in the previous class, they won't be able to learn -> 9 times out of ten how a kid is acting in class isn't about you as a teacher -> So instead of approaching that kid with hostility, ask what's up and what you could do to help them- recognize that that kid is struggling *So PD hasn't really been trauma training but realizing that brains under threat can't learn, and get better at recognizing when a kid is in a state of threat and how to deescalate	
Is the professional development working? Are you willing to spend more resources into it? What resources do they need to reach beyond their boundaries?		- We are working with Banksia, which is starting an organization called NCESE (Northern Centre for Excellence in School Engagement)	- Planning on implementing a trauma-sensitive framework across all 16 schools - Our goal is to research some approaches that organizations in the US take and possibly network them with Banksia so they can collaborate and grow together.		*It can be hard to understand what this looks like in practice because PD in schools is usually a one off lecture or workshops, so it's hard to figure out how to take what you're learning and actually apply it * They had in-house learning teams where teachers could learn and share *Need a general culture change in schools among teachers -> Some teachers want autonomy and don't like when other adults come in -> But this inhibits learning and isn't good and teachers should learn from each other -> Building a culture around sharing, teachers aren't here to judge each other, but to help grow and learn *She actually shares a classroom with another teacher and loves it -> One of the ways to help it is to integrate courses- the way we do high school needs to be looked at, we can combine curricula as opposed to breaking everything up into separate categories -> Because in the real world, you don't just problem solve in one discipline -> Currently, she's teaching a course where she, as a history teacher, collabs with a math teacher to show kids there are multiple ways to look at a problem through the lenses of different disciplines *Learning something and actually applying it are two diff things- PD needs more modeling of things they can do -> Teachers need to try it and make mistakes and recognize those mistakes and be able to apologize for them as well *Kids are not trying to be disrespectful or not learn, but they're dealing with a lot as teenagers and they need to be approached with understanding and curiosity		

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How do you recruit teachers? Do you look for any experiences with traumainformed education?					<p>By the time he went to the conf, it was his third year and he had hired about 40% of the staff, so by him being able to hire new staff, he was able to hire people with the qualities that he wants -> Looked for teachers and staff really focused on relationships- relationship first educators- teachers with this quality will be good teachers and the good curriculum will come</p> <p>For the few that pushed back, he would meet with them individually -> They would change the approach, staff would do the same thing he was doing having staff ask what was going on, instead of telling them what they were doing wrong, ->Makes sure to still hold them accountable, but bring the consequence up at the end of the conversation so it's not in their face the whole time -> By valuing the kid's voice and feelings, you make them feel cared about and the students would want to make what they did right -> then keeping the kids in school as much as possible</p> <p>Watching kids learn how to manage their own regulation and then be able to advocate for themselves was a really amazing and powerful thing</p>		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	TLPI	
Collective Impact:		
What is the agenda? trauma, disengagement, mental health, a mix?	ABW	To ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. -looking to try and center the conversation on trauma and its impacts on education reform so that more schools can create safe and supportive environments -mentioned the safe and supportive schools act which has a line item that allows the gov't to give out grants for schools to engage in this -focusing on a process-based approach and school culture to help teachers embrace a set of norms and values to guide their actions- making sure students feel safe (emotionally, academically, etc), connected, and not pushed out by their school and school community -focusing on education reform and policy as well
What language did they use to describe it?		
What was the problem?		
What approaches are they using? How comprehensive is it?	FU	<ul style="list-style-type: none"> - Provide support to schools to become trauma sensitive environments - Regulations and policies that support schools making the transition - Research and report writing - Legislative and administrative advocacy for laws - Coalition building - Outreach and education - Individual case representation in special education where a child's traumatic experiences are interfacing with their disabilities - May be helpful to ask to go into more detail with any of the above approaches <p>From Interview:</p> <ul style="list-style-type: none"> - work in schools to do professional development and training within MA (it's a small team so they don't go to far) and they also provide resources for schools that are too far for them to do professional development - in the PD they offer it's a 90 minute "kick off training" where they focus first on ACE study and prevalence of traumatic experience and then they talk abt the neurobiology part in a school focused way (impacts of trauma on the brain and bx in school), then they talk abt the norms and attributes of a trauma informed school and the culture that supports it, after that schools are kind of on their own, each school focuses on what they want to focus on, they make a steering committee which decides on the PD and strategies the school wants to focus on, TPLI can go to committee meetings and give their input

What is the evidence base for their approach	ABW	<ul style="list-style-type: none"> - Massachusetts Advocates for Children (MAC) noticed a pattern of violence in the lives of many children who had been expelled or suspended from school - MAC organized the Task Force on Children Affected by Domestic Violence which produced five working papers on the impact of domestic violence on education, family law, and other matters - These papers were the foundation of later research on the impact traumatic experiences had on children (academically, emotionally, and socially) - MAC worked with an interdisciplinary group of psychologists, educators, and attorneys to draft the Helping Traumatized Children Learn (HTCL) - MAC entered a partnership with Harvard Law School and the partnership became the Trauma and Learning Policy Initiative
How do they report their evidence?	ABW	<ul style="list-style-type: none"> - The Task Force on Children Affected by Domestic Violence produced five working papers on the impact of domestic violence on education, family, and other matters. - TLPI also has two volumes of Helping Traumatized Children Learn. The first volume focuses on trauma and the impact it has on learning. It also introduces the flexible framework with the 6 core elements. The second volume is a guide to creating traumasensitive schools and agendas. - TLPI website has many short educational videos

<p>How do they deliver professional development? How does it get into schools?</p>	<p>WTA</p>	<p>-Since TLPI is quite a small team (7 people), they break up their structure into people who actually go out to schools, attorneys who work with individual students and families (freq. those with trauma) -Trying to figure out what it's like for these students as well as what as it's like for a teacher or administrator to carry this out -Does do direct work with schools in MA, and developed tools for schools in other states/countries but aren't able to offer direct support to those schools because of small team -Does direct consultation and email support with schools -Also utilizes Harvard Law School where they're able to work with law students who can take the cases of those kids in special ed as well as utilize them to do advocacy/legislative work -does about a 90 min kick-off training, talking about the ACE study and helping schools understand the need for this, as well as the neurobiology so they can understand the effects of trauma on behaviors and academics. secondly, talks about how they get there-introduces the norm and attributes of a trauma informed school and making sure people realize it's not about individual students in certain classes, but it's really a whole school approach, and every part of the staff shares responsibilities for all kids no matter their position -from there, schools take things up. has the staff complete a short survey where they can report what they think the urgencies are and what the barriers are -then schools form a steering committee to continue the mission in the building. then they can decide on different PD depending on what the urgencies are (teaching about SEL, teaching mindfulness) -focuses mainly on teaching about trauma and it's impact and making sure they understand it's a whole school approach</p>
<p>How do they set the agenda and which parts do they concentrate on?</p>	<p>FU</p>	
<p>How do they educate new teachers?</p>	<p>ABW</p>	<p>Provide resources: two volumes of Helping Traumatized Children Learn, and the online learning community with access to videos, blogs, discussion forums, and consultation from TLPI (may come at a price)</p>
<p>What is the infrastructure needed in schools?</p>	<p>ABW</p>	<p>The flexible framework which consists of leadership, professional development, access to resources and services, academic and non-academic strategies, policies and protocols, collaboration with families</p>
<p>How do they get their funding and how do they demonstrate to their funder that they are doing their job?</p>	<p>NR</p>	
<p>Lessons Learned</p>		

What is the biggest challenge your organization has faced?	WTA	<ul style="list-style-type: none"> - the law and order mindset in the US (possibly just a US thing), but that students are overly disciplined for a trauma response, bc to them it's not just punishment the trust in the relationship is broken, so trying to change the mindset is important to make sure relationships stay solid and that there is more understand between students and teachers -helping to restore student's place in the community, sense of accomplishment in the classroom, and relationship with schools - people feeling like this means they need to be 'soft' on kids, but this isn't the case- it's about rethinking discipline and what it means - systemic structures that are in place in school, accountability measures are barriers -- they separate traditional curriculum and emotional curriculum (ex. if a teacher needs to spend x amount of time a day on science/math/etc, and there's only so much time in the day, teacher's only have so much time to work on developing relationships with kids and help teach kids the concepts of SEL
What advice would you give to others implementing traumainformed training programs in the classroom?	FU	<ul style="list-style-type: none"> -changing the mindset in schools can be the hardest part- making sure teachers are always in consideration and trying to think about how they can adapt their practices to be more trauma-sensitive (think the stoplight example) -stoplight example: the typical green-yellow-red zone approach to discipline actually can make a lot of students who have experienced trauma feel humiliated/triggered, and some teachers fought changing this because they felt they still needed consequences, but realized it was teaching them the wrong things about their behavior. flipped it instead to the zones of regulation (green = ready feeling good, yellow = distracted, agitated, red= angry, etc)- and teaching students that every zone is okay, but kids need to be in the green zone to be successful, and students could learn how to recognize the zone they're in and figure out how to self regulate with sensory items (books, putty, etc) in order to get back to green and be ready to learn
Would you be interested in speaking with Banksia further?	WTA	<ul style="list-style-type: none"> - they've worked w Queensland college and told us to look into the Leslie Institute for childhood trauma - what they do is very different from most other groups bc they don't focus on strategies, but rather they focus on a set of values that make them think abt the strategies they use and how to make them more trauma informed
Structure of Programs for Teaching Organizations		
How do you recruit teachers and schools to work with?	WTA	<ul style="list-style-type: none"> - they respond to ppl who reach out to them asking abt the work, they're trying to build a community of practice -- if they start w the ppl who reach out to them others will follow - sometimes someone high up in a school district will reach out to them abt PD and the ppl who they are actually training aren't the most interested to begin with -emphasizes teachers looking at tedtalks/researching to see that for many schools, trauma informed practices can fit quite well into their existing teaching style
What kind of incentives or motivators drive teachers to take the training programs?	FU	<ul style="list-style-type: none"> -they have worked with districts sometimes who have grants and come out and work with them, but they have a big focus on making sure people know what they're getting into and making sure that school personnel understand how this can benefit their school

How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	FU	-provides online learning resources and a online learning environment for anyone that wants to register -focuses on a very tailored approach for schools to make sure they get the benefits out that they want -they focus on a process, not just a program. -starts with schools taking the time to develop awareness among the staff, and then makes the school identify whats urgent (attendance, high disciplinary rates, suicides in the community, etc) as a staff and then create an action plan -
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	- different for every school- allows schools to decide on these metrics
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	-measuring success is a tailored approach, and they don't try to tell schools what the destination is -emphasizes looking at quantitative but also qualitative data, and focuses on markers along the way (what <i>feels</i> better in the school/ notices a more cohesive staff, etc)
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?	FU	-follow up through books
How did you decide which methods to focus on?	FU	-follow up through books
History of Organizations		
Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?	ABW	Refer to 'What is the evidence base for their approach' section
Organization Specific Questions		
What are your afterschool programs like?	NR	

<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>	<p>WTA</p>	<p>"Using the brain science Lincoln high school principal was sitting w her talking to a neuroscientist -- when student's fight or flight is activated they can't listen bc they're in survival mode "Can't have a conversation when you're in survival mode "The principal would allow them time to calm down before he would talk to them, he modeled that question 'what's going on that created that kind of reaction?' "Learning to model what the science tells you -> don't start lecturing when ppl are in fight or flight - disciplinary stuff -> changing the rules -> ISS (in school suspension) - need to hold students accountable, don't excuse it but still give them a chance to feel safe -> now it's just called a safety room "Looking at do I really need to suspend this kid? Just sending them back to the streets? Need to hold them accountable, but not isolating them from the community "Used Dr. Matton and Dr. Abel - FSU (Florida State University) 4 metrics to measure the increase in resilience -> 4 Metrics: Mastery of skills, relationship, optimism (sense of future), learning what you need and how to get there "It depends on the organization, they're never stopping evaluating the work -> Their newest one is the story capturing process -- they're going to interview 3 of their agencies (Valley residential, a relatively small profit, Division of Children and Family) -> They want to ask how CRI has impacted them so they can understand their organizational influence, need systemic support to make lasting changes "Their metrics are constantly shifting "Took 6 years to find the right superintendent</p>	
<p>Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?</p>	<p>WTA</p>		
<p>Structure of Program for Schools/Teachers</p>			
<p>Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students</p>	<p>WTA</p>	<p>"Everything they do is based off the fact they did it in Walla Walla "They learned it from doing it in person "Intersection of science and practice -- learn from what you're doing "They have a long term record of evaluation. They adjust when they need to adjust but they always try to stay true to themselves "It's not your ACE score, it's your resilience score</p>	
<p>How did you decide which methods to focus on?</p>	<p>WTA</p>		
<p>History of Organizations</p>			
<p>Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where di they come from?</p>	<p>ABW</p>	<p>- Started with a challenge set by Dr. Rob Anda at a 2007 state conference of Community Public Health and Safety Networks - "Go home and make something happen" - Dr. Rob Anda had a morning seminar at Wanda Wanda County Community in 2008 - At the seminar one mother confessed that she has all 10 ACE and realized that her childhood was not her fault - The mother was Annet Bovernt who now conducts work through Hope Heals which is an organization that provides support to families in need - https://www.hopehealsyou.com - Many more were moved from learning about ACE - Community Resilience Initiative wants to spread this awareness and educate organizations/schools on ACE</p>	
<p>Organization Specific Questions</p>			
<p>What are your afterschool programs like?</p>	<p>NR</p>		
<p>How did you develop the framework?</p>	<p>WTA</p>	<p>"KISS framework came as a reflection from the 10-12 years of work they originally did-- it came from reflecting and learning from the past "Scaffolded from 20 years of community engagement, community practice, community development "Macro Level - kids don't learn resilience out of a book, they learn it from important ppl in their lives modeling it "How you live in your community will make or break a child being resilient -- it's how you move through your domains in life that will allow you to learn "Originally -- helping to frame common language so that every partner would understand the framework, so that no matter where the person went they would see the same concept, and spreading it throughout the community "Lincoln High School easily picked up the concepts of resilience - you cant stay individually resilient if your community does not care about you and your safety "Everything they do is based on solid science -- evidence based "Biggest challenge is changing the teacher's mindset (some teachers get annoyed with one student even if another student does the same thing, its about what each person has experienced in their life, but you have to look at patterns instead of going with your emotions)</p>	
<p>Community Resilience Initiative</p>			
<p>Theresa Barila</p>			
<p>"Before getting started, ask if I can record the interview - no one is going to see the recording besides us Summary of project and offer to share the final deliverables if she is interested.</p>		<p>Summary:</p>	
<p>How did you get involved in CRI?</p>		<p>- We are working with Banksia, which is starting an organization called NCESE (Northern Centre for Excellence in School Engagement) - NCESE is composed of Banksia Gardens Community Services, 15 primary schools, one secondary school, the Victorian Department of Education and Training</p>	
<p>It seems like a lot of what you do revolves around the KISS framework</p>			
<p>How did you develop the KISS framework? And what evidence did you use to support it?</p>		<p>- They are located in the Hume region of Australia, which is known to be one of the more disadvantages regions in Australia</p>	
<p>CRI offers four online courses. However, they also offer the "training for trainers" courses.</p>		<p>- Planning on implementing a trauma-sensitive framework across all 16 schools</p>	
<p>Why did you decide to add those courses? And what is your target audience?</p>		<p>- Our goal is to research some approaches that organizations in the US take and possibly network them with Banksia so they can collaborate and grow together.</p>	
<p>A few organizations that we have talked to and looked into also advocate for new trauma-sensitive laws.</p>			
<p>Does CRI do anything with advocacy and legislature?</p>		<p>Three final deliverables: Final report, compendium of the organizations we interviewed and what we learned, and map of all the organizations looked into as well as their contact information.</p>	
<p>Overall, CRI does presentations, phone consultations and online courses.</p>			

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Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?		
What language did they use to describe it?		*States do this using other words - ->Some states focus on SEL → community of school is safe and supportive ->Ppl don't necessarily make all the links bc everything is connected, which is somewhat problem ->Bullying prevention is this work
What was the problem?		
How is trauma-informed education visible in your organization? What approaches are they using?		
How did you decide? What is the evidence base for their approach		* Original framework was the behavioral health in public schools developed by commision members (who themselves had expertise or consulted other's) * It's still undergoing revisions→ consulting w experts on framework * TLPI harvard grads looked it over and gave it a thumbs up * Working w a vendor to make a larger revision→ revisions and research backing it up
How do they define the quality of evidence?		
Is there evidence theoretical or local level?		
How do they report their evidence?		

How do they deliver professional development? How does it get into schools?		
How do they set the agenda and which parts do they concentrate on?		
How do they educate new teachers?		
What is the infrastructure needed in schools?		
How do they get their funding and how do they demonstrate to their funder that they are doing their job?		<p>* She oversees the grant (year 3) *Answer depends on the year→ interest has increased over the years *It is a competitive process ->2018-2019 - 30 applicants and everyone got it ->2019-2020 - 38 applicants and awarded 17 ->2020-2021 - 27 applicants and awarded 14 (i think) *Big drop bc there are 2 grant programs → continuation grants and new grants → all 30 got the continuation and that took a up lots of money ->Continuation only continues for 1 year</p>
Lessons Learned		
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)		<p>*Funding is a huge challenge ->The grant isn't a lot of money, you're not revamping SEL (that's not what the budget it going to cover) or PD for entire district to do traumaimpact --> Need to use funds they already have or align it with other budgets - ->Rewriting a handbook doesn't cost money ->This is a cop out→ there are ways to work around it</p>

Structure of Programs for Teaching Organziations		
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?		
What kind of incentives or motivators drive teachers to take the training programs?		
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?		
How do you incentives/convince teachers to implement trauma-informed practices?		
What advice would you give to others implemementing trauma-informed training programs in the classroom?		
Would you be interested in speaking with Banksia further?		

<p>Can you explain any post-training assessment of the teachers and their work in the classroom?</p>	<ul style="list-style-type: none"> *They need to look at metrics internally during self-reflection process *They don't look specifically *They look at action plan and give some feedback on it ->Does it meet requirements of *Process is specific to each school and school district ->No goal standard *Grant evaluation that occurs - >They haven't figured out how to measure if schools are more safe and supportive ->How ppl work together and stuff *this is an iterative process→ selfreflection, plan, implement, self-reflect *Part of the grant program is to include some mentoring districts - >In the cycle they can apply for the grants and continuation grant → once they get those they become mentor schools ->One school gets the funds and then they decide to do it in more school (district wide) → no concrete measures → they have a district person who supports this work as a full time position makes a difference - >Some districts don't apply to continue the work, but no one is less successful ppl ->Lots of district personnel turnover → problem for some districts ->In mass they need to write school and district improvement plans reviewed by school committee, in district improvement plan they always had safety goals→ instead of just safety, also think about support -- >Once it's concretely in the district plan that makes it more likely to happen even if turnover occurs
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		<p>*District leader will go to a new district and then that district will apply→ messiah of safe schools</p>
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Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?		
Structure of Program for Schools/Teachers		
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?		
How did you decide which methods to focus on?		
History of Organzations		
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the intial goals and where di they come from?		
Organization Specific Questions		
What are your afterschool programs like?		

<p>What do you look for in schools when trying to determine if they receive a grant?</p>		<p>*automatically eligible for continuation grant if they got the award grant the year before ->They still need to apply and have a plan *Competitive grant ->Need to meet requirements of grant ->Score competitive grants on a rubric ->Some ppl didn't understand the purpose -->Talking abt shop safety (safe saws?) not the purpose of this grant ->Racial equity → we're talking abt it in a way that made them seem prepared to address it properly -- >Without understanding racial equity ppl can provide things that are more harmful than good - >https://www.doe.mass.edu/grants/2021/335/ -->Gives an example of the questions</p>
<p>What is the average monetary amount of the grants given</p>		<p>*All public info *Eligible to apply for \$10000 per school or \$20000 per district *They've given \$6500 - missed the second number</p>
<p>School Specific Questions</p>		
<p>What is your framework for thinking about trauma informed (TI) practice? What and where did it come from? Is it a link of frameworks, if so which ones?</p>		
<p>What has been your journey and how will it guide you in the next few years?</p>		

What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?		
Is the professional development working?		
Are you willing to spend more resources into it?		
What resources do they need to reach beyond their boundaries?		
How do you recruit teachers? Do you look for any experience with trauma-informed education?		
How do you understand what the school needs and what are the mechanisms to carry it out?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Lincoln High School (Walla Walla, WA)	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?	ABW	student discipline was a huge problem -- they wanted to fix it
How is trauma-informed education visible in your organization? What approaches are they using?	WTA	* It was all about the commitment of the staff to build success
How did you decide? What is the evidence base for their approach	WTA	
How do they report their evidence?	FU	they had a huge decrease in disciplinary rates from interview: He knocked suspensions way down and instead of reacting and telling kids that what they were doing was wrong, he started asking WHY they did what they did, that was what helped
How do they deliver professional development? How does it get into schools?	WTA	
How do they set the agenda and which parts do they concentrate on?	NR	
How do they educate new teachers?	WTA	
What is the infrastructure needed in schools?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		

* When they first started, one of the most common infractions was a student getting upset and telling them to fuck off

-> And for teachers, it's so hard for them to keep regulated in that moment -->But practicing these skills is key -->If a teacher does go off on a kid and doesn't regulate himself, he should bring the kid back in and explain that he should've taken the time to calm down and he blew it- apologize and start over to show there isn't a double standard and start a new conversation ->Told kids they loved them <3 forming a family culture

*For teachers- was there consistent resources for training

->Usually teachers would know after submitting the behavior referral that it was partly the teachers fault for pushing them, and would want to change the consequence to just talking to the kid

-->Would give teachers time to process with the kid after school --

> Really stops the 'me against you' mindset- also found that kids were really forgiving

-->Everything is a teachable moment, even for the teachers

->The strength was in responding to the kid and seeking understanding and making sure kids knew they had a choice when they felt like they were going to blow up

-->Always reinforcing their growth - "look at you, a few months ago you would've never asked for a time out but now you do" and then telling them you're proud of them and how they handle situations so they feel cared about

->And then if kids need disciplinary consequences, made sure they always understood they need to be held

		<p>accountable --> Trauma informed teaching doesn't mean not holding kids</p>
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accountable, it's teaching them

<p>What advice would you give to others implementing trauma-informed training programs in the classroom?</p>	<p>WTA</p>	<p>*They're facing the same thing that we did, but in AUS- the 'chokehold on traditional practices'- where in AUS they always have a problem getting teachers beyond the punishment - ->This was an issue in the US too and it's hard to overcome *If u ever told me to f off you better put your seatbelt on" ->But now he drops his personal mirror and asks the kid what's going on ->RARELY ever was the kids stress coming from school, but was rather manifesting in school -->This is so hard because the kids behavior isn't about us, but it's what they're going through -->So the issues and the push back isn't personal, it's not directed at the teacher -->Found that once educated, kids wanted to apologize without being asked, and they would want to do it on their own time and by themselves *If we're going to punish kids, we're creating a 'me against you' -> Punishment (out of school suspension) leads to incarceration- the research shows this, they dont make it through school *But once we go trauma responsive, it gets so much better and they can look at their future with optimism ->Amazing to see a kid all of a sudden find out that there's someone they're meant to be, rather than just being someone defined by their trauma</p>
<p>Would you be interested in speaking with Banksia further?</p>	<p>WTA</p>	
<p>Structure of Programs for Teaching Organziations</p>		

How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?	NR	
What kind of incentives or motivators drive teachers to take the training programs?	NR	
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?	WTA	
How do you incentives/convince teachers to implement trauma-informed practices?		
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	<p>* Very basic but practical tools- took the year prior to implementation as the baseline, and then tracked behavior, attendance, grad rate, daily attendance, GPA, testing scores, -> After the first year of implementation, the numbers got crazy better, they never even thought that was something that would happen and each year since they've just continued to get better</p> <p>->This improvement is what keeps driving them to do more</p> <p>*Looks at the current disciplinary infractions and reasons</p> <p>->Fights went down 75% that year -</p> <p>->Despite being an alternative high school, grad rates and test scores went above the state average</p>
Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?	WTA	
Structure of Program for Schools/Teachers		

<p>Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacy, policy changes for students with trauma, teacher training, outside resources, collaboration with parents/caretakers?</p>	WTA	<p>* All teachers understood 'the power of one' - one caring adult relationship - > For kids that come from trauma, just one caring adult can change their path from hopelessness to hope, so each staff member should try and strive for this *Each member of staff was always seeking positive interactions with kids * Called themselves 'the lincoln family' and the kids started contributing to the culture as well -> "The kids gave us even more than we gave them"</p>
<p>How did you decide which methods to focus on?</p>	WTA	
<p>History of Organizations</p>		
<p>Would you be willing to share the story of how the organization came to be? Who was involved? What were the initial goals and where did they come from?</p>		<p>* When he was working at Lincoln - no one came to him and asked him if he wanted to be trauma informed, and at the time Teri (head of cri) invited him to a conference and then he went and attended ->The conf was called 'hope to resilience' and he has previously heard a little about the ACE study but it was at this conf that he listened to John Medina as the speaker and it was the first time he heard about toxic stress, fight flight freeze, and the effects and how students couldn't learn like this -> It hit him pretty hard - he came out of the keynote and realized his model of discipline was really punishment rather than change ->Realized the power of a caring adult relationship and how he needed to wrap support around the kids</p>
<p>Organization Specific Questions</p>		
<p>What are your afterschool programs like?</p>	NR	

School Specific Questions		
What is your framework for thinking about trauma informed (TI) practice? What and where did it come from? Is it a link of frameworks, if so which ones?		* The research is clear that the traditional practices are harmful * the conference he went to from CRI on the child brain
What has been your journey and how will it guide you in the next few years?		
How do you understand what the school needs and what are the mechanisms to carry it out?	WTA	

<p>What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?</p>		<p>* Their staff development was back in 2010/2011- there wasn't really any school trainers at the time so their training came from mental health professionals and was a lot of theory- so they had to come up with practice from the theory</p> <p>-> Came out with three things- not taking the kid on in the moment but giving them time to come down, went into a teachable moment once they calmed down (teaching about the brain, how stress impacts the brain, they need to reach out before blowing up, how to catch their triggers), giving them ways to stay regulated before they blow up (because with regulation kids can actually learn)- allowing kids to take time outs if they need</p> <ol style="list-style-type: none"> 1. Focuses on getting kids into a position where they can learn 2. Knowing that by following the first two steps, they could do the third 3. Created a 'me with you' situation where they were really building relationships <p>* Who got the training? Every single staff member has something to offer and has their own gifts and talents, so the entire staff was included in the trainings, not just teachers</p> <p>*One practice- students of concern- the staff would come together and talk about the students they were most concerned about and came up with ways to wrap support around them -</p> <p>->Right down the the secretaries and custodians- everyone was an active member of the family</p> <p>->Only had 4 naysayers out of the 32 staff that didn't want to cooperate, but the majority of the staff agreed and that was what mattered</p> <p>->Found that kids were sharing really impactful things and really teaching</p>
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		them how to communicate and support them more effectively
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Is the professional development working?		
Are you willing to spend more resources into it?		
What resources do they need to reach beyond their boundaries?		
<p>How do you recruit teachers? Do you look for any experience with trauma-informed education?</p>		<p>* By the time he went to the conf, it was his third year and he had hired about 40% of the staff, so by him being able to hire new staff, he was able to hire people with the qualities that he wants -> Looked for teachers and staff really focused on relationships-" relationship first" educators- teachers with this quality will be good teachers and the good curriculum will come</p> <p>* For the few that pushed back, he would meet with them individually -> They would change the approach, staff would do the same thing he was doing - having staff ask what was going on instead of telling them what they were doing wrong, ->Makes sure to still hold them accountable, but bring the consequence up at the end of the conversation so it's not in their face the whole time -> By valuing the kid's voice and feelings, you make them feel cared about and the students would want to make what they did right -> then keeping the kids in school as much as possible</p> <p>* Watching kids learn how to manage their own regulation and then be able to advocate for themselves was a really amazing and powerful thing</p>

Invite ppl to final presentation? And ask if they want our final report? - offering is important - do it at the beginning might be more useful - report at beginning and presentation at the end		
interview plan		
intro - who we are, why we are doing this, a little bit abt Banksia, the deliverables		
we talked to community resilience initiative and they said that you did work with them, we were wondering how you got involved with them?	-->	how did they convince you that what they were doing was the best way to approach the problem
besides the drop in discipline rates, were their other metrics that you used to measure success?		
besides changing the way you disciplined, did you make any other changes to classrooms?	-->	if so what changes and <i>what seemed to be most effective?</i>

what were the most challenging parts about transforming Lincoln High School?		
ask if he wants to come to our final presentation		
how did you get the teachers to "buy into" this method?		
What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?		

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up							
Collective Impact:							
What is the agenda/mission- what is it addressing trauma, disengagement, mental health, a mix?					interview plan		
What language did they use to describe it?							
What was the problem?					intro - who we are, why we are doing this, a little bit abt Banksia, the deliverables	-->	as I was learning more about traumainformed teaching I realize that a decent amount of stuff BHS started to do followed the general trauma sensitive guidelines, which is why i reached out to you
How is trauma-informed education visible in your organization? What approaches are they using?							
How did you decide? What is the evidence base for their approach					When in PD abt SEL do you ever learn abt the impact of trauma on the brain? or just the benefits of SEL		
How do they define the quality of evidence?							
Is there evidence theoretical or local level?					What does professional development around SEL usually entail?	-->	What convinces you that the things you learn are necessary to your teaching?

How do they report their evidence?							
How do they deliver professional development? How does it get into schools?					What is easy to incorporate into the classroom from the PD? What is harder to incorporate?	-->	what are the biggest barriers in the implementation of what you learned
How do they set the agenda and which parts do they concentrate on?							
How do they educate new teachers?					Is there any postdevelopment assessment or monitoring of if you incorporate any of the things you learn in professional development?		
What is the infrastructure needed in schools?							
How do they get their funding and how do they demonstrate to their funder that they are doing their job?					How often do you have professional development w McLeans? And what does it usually cover?		
Lessons Learned							
What is the biggest challenge your organization has faced?- with respect to TIE (internally or externally)		*It's all a brain shift, and there's so much going on in a classroom during a class that the teacher is trying to keep track of ->Trying to manage student interactions, teacher interactions, things the teacher is dealing with outside, etc ->Giving teachers tools and letting them recenter themselves before starting class *Something something human nature, there's a lot of layers that need to be put into place before this can be made universal					
What advice would you give to others implementing trauma-informed training programs in the classroom?							

Would you be interested in speaking with Banksia further?					ask if she wants to come to our final presentation, possibly?		
Structure of Programs for Teaching Organziations							
How do you recruit teachers and schools to work with?- how do you promote the work? how do schools find out about you?							
What kind of incentives or motivators drive teachers to take the training programs?							
How do you deliver professional development training? Workshops? Apprenticeships? In-school or externally? How often do you meet? How long is the training? What topics are covered? How often do people participate? Is the training one-off ?		<p>*They get theory and examples ->They did have a brief presentation of trauma w mclain's, teaching kids how to 'recharge their batteries' ->"Teaching at its base is a relational job' *The director of her department is very invested and therefore is very knowledgable, so she's been able to see it in practice and if there's something they want to learn in theory the director is very invested in letting them try it in practice ->But not sure how this is across other departments -> Only 2 half days of PD every year in combination with some other short trainings (PLT... what that) *They currently have a partnership with mcleans ->Trainings around teachers and self care and trainings around how to care and support students during COVID ->Even students that are well adjusted will come in with some sort of trauma because of what they've experienced since covid</p>					
How do you incentives/convince teachers to implement trauma-informed practices?							
Can you explain any post-training assessment of the teachers and their work in the classroom?		<p>*Not specifically- there's the typical statewide evaluation system for teachers and it depends on who you evaluator is and etc *Currently not something that evaluators are looking at specifically</p>					

Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?							
Structure of Program for Schools/Teachers							
Would you discuss whether - and if so how many - you have done of the following? Adjustments to the physical space, teaching students emotional literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?							
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What are your afterschool programs like?							
School Specific Questions							
What is your framework for thinking about trauma informed (TI) practice? What and where did it come from? Is it a link of frameworks, if so which ones?							
What has been your journey and how will it guide you in the next few years?							
How do you understand what the school needs and what are the mechanisms to carry it out?							

<p>What are the key elements of professional development that will impact how the teachers interact? What specifically in professional development helps teachers better interact with the students?</p>	<p>*So they started off with SEL initiative which was the first step in recognizing that if kids cant feel loved safe and supported they wont be able to learn successfully -> After the MCAS scores came out, it showed a huge opportunity staff between students both in math and verbal -> This was surprising to staff and they looked more into culturally responsive learning *Showed that three major parts of the brain are involved in a learning situation that can be activated or deactivated depending on how a student is feeling -> Amygdala (fight or flight), threat scanning things, hippocampus gets shut down by the amygdala if someone is in a fight or flight state, making it impossible to learn -> Could be part of perceived bias (race) or trauma -> If students perceive threat, they are physically incapable of learning *Intelligence isn't fixed- it's a malleable thing, no one is born smart or unsmart *So if a kid is always having a negative experience in school, those intelligence growth pathways get stunted and harder to connect and grow knowledge *So a lot of the PD they've had started with getting faculty to understand how emotion is inherently linked to learning -> If a student comes in in a bad state because of failing a math class in the previous class, they wont be able to learn --> "9 times out of ten how a kid is acting in class isn't about you as a teacher" --> So instead of approaching that kid with hostility, ask what's up and what you could do to help them- recognize that that kid is struggling *So PD hasn't really been trauma training but realizing that brains under threat can't learn, and get better at recognizing when a kid is in a state of threat and how to deescalate</p>					
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		<p>*It can be hard to understand what this looks like in practice because PD in schools is usually a one off lecture or workshops, so it's hard to figure out how to take what you're learning and actually apply it</p> <p>* They had in-house learning teams where teachers could learn and share</p> <p>*Need a general culture change in schools among teachers</p> <p>->Some teachers want autonomy and don't like when other adults come in --</p> <p>>But this inhibits learning and isn't good and teachers should learn from each other</p> <p>->Building a culture around sharing, teachers aren't here to judge each other, but to help grow and learn</p> <p>*She actually shares a classroom with another teacher and loves it -</p> <p>>One of the ways to help it is to integrate courses- the way we do high school needs to be looked at, we can combine curricula as opposed to breaking everything up into separate categories</p> <p>-->Because in the real world, you don't just problem solve in one discipline --</p> <p>>Currently, she's teaching a course where she, as a history teacher, collabs with a math teacher to show kids there are multiple ways to look at a problem through the lenses of different disciplines</p> <p>*Learning something and actually applying it are two diff things- PD needs more modeling of things they can do -</p> <p>>Teachers need to try it and make mistakes and recognize those mistakes and be able to apologize for them as well *Kids are not trying to be disrespectful or not learn, but they're dealing with a lot as teenagers and they need to be approached with understanding and curiosity</p>					
<p>Is the professional development working?</p>							
<p>Are you willing to spend more resources into it?</p>							
<p>What resources do they need to reach beyond their boundaries?</p>							

How do you recruit teachers? Do you look for any experience with trauma-informed education?							
Invite ppl to final presentation? And ask if they want our final report? - offering is important - do it at the beginning might be more useful - report at beginning and presentation at the end							

Supplemental Materials E: How to Update the Map

We used [this](#) video to create the application.

(https://www.youtube.com/watch?v=_3loq22TxSc)

How to add an Organization:

- The organization is not in Massachusetts:
 1. Depending on the type of organization (Collaboration, training, or school) copy and paste a fact sheet of that type
 2. Change the information to match the new organization, including the hyperlinks.

To add a hyperlink:

 - Highlight what you want to hyperlink
 - Right click
 - Click “Hyperlink”
 - You can either give it an address to a web page (first tab) or you can link it to another page on the powerpoint (second tab)

To change a hyperlink

 - Select the middle of the hyperlink text or if it's an object (ex. Circles on the map), simply select the object
 - Right click (exactly where you just selected)
 - Click “Hyperlink” then “Edit Hyperlink”
 3. On slide 4 (the US visual map), if the organization is a
 - Collaboration, copy and paste any yellow circle
 - Training organization, copy and paste any green circle
 - School, copy and paste any blue circle
 4. Drag the new circle to the correct location on the map
 - If there are too many organizations in one spot, convert the circle to a pink circle and hyperlink it to a directory slide
 5. Change the hyperlink of the new circle to direct the user to the fact sheet that you just created. Step 2 explains how to add and change hyperlinks.
 6. Add the name of the organization to the organization directory
 - Select the slide (slides 34-36) that matches the new organization’s type (Collaboration, Training, or School)
 - Add the organization in alphabetical order and create a hyperlink to the fact sheet
- The organization is in Massachusetts:
 1. Slide 6 is currently full with Massachusetts organizations so you will have to create a directory slide
 2. My suggestion would be to create a slide similar to Figure 1. In summary, when the user clicks Massachusetts they are sent to a screen similar to the one in Figure

1. They can then select a type/category and be directed to a list of organizations of that type in Massachusetts. This allows for more space and flexibility when adding new organizations.

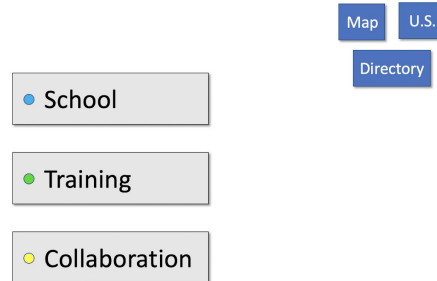


Figure 1: Massachusetts transition slide

3. Figure 1 was taken from an existing slide in the powerpoint. So you can simply copy and paste the slide and change the hyperlinks. Make sure to change the hyperlinks of the colored circle, the text, and the gray background box. All three should be changed. Instructions to add/change hyperlinks can be found under “The organization is not in Massachusetts:” step 2.

* If you have any questions, feel free to reach out to twjones@wpi.edu

Supplemental Materials F: Authorship

Abstract - Gaby Mazzoni

Introduction - Tyler Jones, Gaby Mazzoni, and Kate Wheeler

Background

What is Trauma and how does it Affect People?- Tyler Jones

Trauma and Socioeconomic Status- Kate Wheeler

Consequences of Student Disengagement- Kate Wheeler

A Flexible Framework for Helping Students who have Experienced Trauma- Tyler Jones

General Approaches to Trauma-Informed Learning- Tyler Jones

Teacher Training in Australia - Gaby Mazzoni

Professional Development in Victoria - Gaby Mazzoni

Banksia Gardens Community Services and the Northern Centre - Gaby Mazzoni and Kate Wheeler

Methods+Results

Objective #1: Trauma and Its Impacts- Kate Wheeler

Objective #2: Identify Organizations- Kate Wheeler

Objective #3: Learning Common Strategies and Approaches- Kate Wheeler

Common Practice, Challenges, and Insights from Interviews and Websites

General Mission - Gaby Mazzoni

Change Process - Kate Wheeler

Initiatives - Gaby Mazzoni

Frameworks - Kate Wheeler

Evidence Base - Kate Wheeler

Measuring Success - Kate Wheeler

ACE and Protective Factors - Kate Wheeler

Strategies within Schools - Gaby Mazzoni

Teacher Awareness within Schools - Gaby Mazzoni

Professional Development within Schools - Gaby Mazzoni

Supporting Teachers - Kate Wheeler

Funding - Kate Wheeler

Challenges - Gaby Mazzoni

Overcoming the Challenges - Gaby Mazzoni

Website Elements - Tyler Jones

Conclusion - Kate Wheeler

Map - Tyler Jones

Compendium - Kate Wheeler

Report Formatting - Gaby Mazzoni