Exploring Trauma-Informed Education in the US:

Initial Findings and Reflections

Supplemental Materials to our final report

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Banksia Gardens Community Services



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:
 - o Trauma and Resilience
 - Resources for Primary Care and Wellness
 - o Family and Community Engagement
 - o 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:
 - o 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
 - o Trauma-Informed Videos
 - Research and Reports
 - o 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
 - o 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:
 - o 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:
 - o Trauma 101
 - o 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
 - o External Online Resources
 - o 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
 - o Learning Community and Distributed Leadership
 - o 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:
 - o ITTIC Approach to Trauma-Informed Care
 - Trauma Talks
 - Online Modules
 - o 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:
 - o 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:
 - o Trauma-Informed Trainings
 - Annual Conference
 - o Presentations/Consultations/Webinars
 - o 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:

- o Alive and Well Community Approach
- o Building Understanding/Trainings
- o 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:
 - o Program Overview
 - o Program Evaluation/Outcomes
 - Guiding Principles
 - o 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:
 - o What is Trauma
 - o Training
 - Trauma-Informed Care
 - o 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
- o ED School Climate Survey
- o Trauma-Sensitive Schools Training Package
- o 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
 - o Teaching, Learning, and Testing
 - o Data Accountability
 - o Finance and Funding

Mastery Charter Network

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

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

Knowledge is Power Program

- Location: Philadelphia, PA
- Highlights/Resources:
 - o Founded in 1994
 - o Offices in San Francisco, Chicago, New York, and Washington, DC.
 - o 255 schools and more than 100,000 students
 - o About KIPP
 - Approach
 - Schools
 - o Results
 - o 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
 - o 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
 - o 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
 - o Really comes down to establishing a culture and developing a sense of family
 - After school programs
 - Each student is fed
 - o 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
 - o Joined the Resilience in School Environments (RISE) initiative

El Dorado Elementary School

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

- HEARTS developed from TLPIs book Helping Traumatized Children Learn and the "Flexible Framework"
- o HEARTS funding: The Meta Fund and the John and Lisa Pritzker Family Fund
- o 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
- o 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
- o 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:
 - o 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
- o 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)
 - o 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
 - o 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

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ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	TLPI	A&W C		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
Collective Impact:													
What is the agenda/mission- what is it addressing trauma, disengagment, 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 schoolls?	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 organziation 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 implemementing 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 Organziations													
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

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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboration with parents/caretakers?		NR	WTA	FU	WTA	WTA	WTA	NR	NR	ABW	WTA	WTA	FU
How did you decide which methods to focus on?	ABW	WTA	FU										

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	Bemiss Elementary School	El Dorado Elementary School	Safe Supportive Learning	
Collective Impact:										
What is the agenda/mission- what is it addressing trauma, disengagment, mental health, a mix?	ABW	ABW	ABW	ABW	ABW	ABW	ABW	ABW	ABW	
How is trauma-informed education visible in your organization? What approaches are they using?	WTA	FU	ABW	ABW	ABW	ABW	ABW	ABW	ABW	
How did you decide? What is the evidence base for their approach	FU	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
How do they report their evidence?	ABW	ABW	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
How do they deliver professional development? How does it get into schools?	ABW	ABW	ABW	ABW	WTA	WTA	WTA	WTA	ABW	
How do they set the agenda and which parts do they concentrate on?	ABW	NR	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
How do they educate new teachers?	WTA	NR	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
What is the infrastructure needed in schoolls?	ABW	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
Lessons Learned										
What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
Would you be interested in speaking with Banksia further?	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	WTA	
Structure of Programs for Teaching Organziations										

		Y			l .	l .	l .			
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							
What kind of incentives or motivators drive teachers to take the training programs?	WTA	FU	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									
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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	WTA	WTA	NR							
How did you decide which methods to focus on?	WTA									

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up History of Organzations	TLPI	A&W C		Master Charter Network (MCN)		Resilience	Lincoln High School (Walla Walla, WA)	Lesley Institue for trauma sensitivity		Education Association (Washington DC)	for School Crisis and Bereavement (Los Angeles,		UCSF Hearts
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	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		Crisis and Bereavement (Los Angeles,	Buffalo - The	Highlands Elementary School	Elementary		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 invovled? What were the intial goals and where di they come from?	WTA	ABW	FU	ABW	WTA	WTA	WTA	WTA	FU	

		·
	National	
ABW = Answered By Website	Education	
NR = Not Relevant	Association	
WTA = Want To Ask	(Washington	
FU = Follow Up	DC)	
Collective Impact:		
What is the agenda/mission- what is it addressing trauma, disengagment, 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 environrment 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
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 schoolls?		
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)	WTA	

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		d you give to others		
	implemementing t	rauma-informed in the classroom?	WTA	
	0. 0		WIA	
	Would you be inte with Banksia furth	erested in speaking er?	WTA	
	Structure of Prog	grams for Teaching		
	Organziations	grains for reacting		
	How do vou recru	it teachers and school	ols	
		w do you promote the		from what i understand they just provide
	work? how do sch	nools find out about		resources for schools to become more trauma
	you?		FU	informed
		ntives or motivators		
	drive teachers to t	ake the training		
	programs?		WTA	
	How do you delive			
	development train		. 0	
		In-school or externall meet? How long is the		
		pics are covered? Ho		
	often do people pa			
	training one-off?	promise and	WTA	
		tives/convince teache	ers	
		ma-informed practices		A i don't think they
	incentive stuff Car	n you explain any pos		ent of the teachers and their
	work in the classro	oom?		
		nd see which teachers		
		it what they learn? If	80,	
	how do you monit			
	Structure of Prog Schools/Teacher			
	ocnoois/Teacher	rs		
				resources focused on school engagement: professional excellence (which is shared
				lesson
				plans, activities, and advice), school me
			podcasts (ppl who	have been teaching forever how many - you
	have done of the			ed learning following? Adjustments to the
				pace, teaching students emotional important
		iformed schools litera hildhood trauma, tead		
	wno suπer from cr involvement and	iliunoou trauma, tead	ner training, outside	u auma requires whole school
	resouces, collabor	raton with	transformation) a	and whole student education
	parents/caretakers		(not just academi	
	•	le which methods to		i e
	focus on?		WTA	
	History of Organ	zations Would you b	e	
	willing to share the			
	organization came	e to be? Who was		
		ere the intial goals		
	and where di they		WTA	
	Organization Spe	ecific Questions		
	What are your after	erschool programs lik	e? NR	
	making laws ABV			
	aning laws ADV	•		
V = Answered				
= Not Relevan				
A = Want To A	sk			
Follow Up		TLPI		
lective Impact	t:			

		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
What is the agenda? trauma,		set of norms and values to guide their actions- making sure students feel safe
disengagment, mental health, a		(emotionally, academically, etc), connected, and not pushed out by their school and
mix?	ABW	school community -focusing on education reform and policy as well
		 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
What approaches are they using? How comprehensive is it?	FU	May be helpful to ask to go into more detail with any of the above approaches
Liow combiguousive is it;	10	- 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)
What is the evidence base for their		- MAC entered a partnership with Harvard Law School and the partnership
approach	ABW	became the Trauma and Learning Policy Initiative
		 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.
How do they report their evidence?	ABW	- TLPI website has many short educational videos
How do they deliver professional	7.27	
development? How does it get into		
schools?	WTA	
How do they set the agenda and		
which parts do they concentrate on?	FU	
		Provide resources: two volumes of Helping Traumatized Children Learn, and the online learning community with access to videos, blogs, discussion forums, and consultation
How do they educate new teachers?	ABW	from TLPI (may come at a price)
		The flexible framework which consists of leadership, professional development, access to
What is the infrastructure needed in		resources and services, academic and non-academic strategies, policies and protocols,
schools?	ABW	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		
organziation has faced?	WTA	
What advice would you give to		
others implemementing traumainformed training programs		
in the classroom?	FU	
L		

	ould you be interested in eaking with Banksia further	r?	WTA	
	ructure of Programs for aching Organziations			
	w do you recruit teachers a nools to work with?	and	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?		hops? r meet? at n do	FU	
ass	n you explain any post-trai sessment of the teachers a ir work in the classroom?		WTA	
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?		what	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?		e of the e dents anges	FU	-follow up through books
	w did you decide which me	ethods	FU	-follow up through books
	story of Organzations			tolon op moogn ooslo
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	Refer to 'What is the evidence base for their approach' section	
Organization Specific Questions				
Wh like	nat are your afterschool pro e?	ograms	NR	
	ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	CRI		Answers
	Collective Impact:			

What is the agenda? trauma, disengagment, 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."
	·	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
What approaches are		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.
they using? How comprehensive is it?	ABW	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 consulations, 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 organziation has faced?	WTA	
What advice would you give to others implemementing traumainformed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	

Structure of Programs for Teaching Organziations		
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	WIA	
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		- 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.
be? Who was invovled?		com/
What were the intial		- Many more were moved from learning about ACE
goals and where di they come from?	ABW	Community Resilience Initiative wants to spread this awareness and educate organizations/schools on ACE
Organization Specific Questions	71577	Substitution of the Control of the C
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, disengagment, 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 schoolls?	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 organziation has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
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?	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 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 literacty, policy changes for students with trauma, teacher training,		
outside resouces, collaboraton with		
parents/caretakers?	WTA	
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?		
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	y WTA	
What are the key elements of professional	WIA	
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?		
education:		
lander and the first annual state of the state of	1	
Invite ppl to final presentation? And ask in 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,		
disengagment, 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	
·		
		they use the missouri model (a developmental model) that focuses on 5 principles:
What approaches are they using? How		safety, trustworthyness, choice, collaboration, and empowerment. However:
comprehensive is it?	ABW	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	
		they hold trainings where one can become an ambassador and hold their own
How do they deliver professional		trainings, slightly unclear how this ends up leading to actual teachers- would like
development? How does it get into schools?	FU	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		
schoolls?	WTA	
		they're an independant 501c3 organization (nonprofit), local funders include the
How do they get their funding and how do		Missouri Foundation for Health, St. Louis Mental Health Board, the Health Care
they demonstrate to their funder that they		Foundation of Greater Kansas City and the REACH Health Care Foundation.
are doing their job?	FU	however, unclear how they demonstrate success to funders
Lessons Learned		
What is the biggest challenge your		
organziation has faced?	WTA	
What advice would you give to others		
implemementing trauma-informed training		
programs in the classroom?	WTA	
Would you be interested in speaking with		
Banksia further?	WTA	
Structure of Programs for Teaching		
Organziations		
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 avalibale 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 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 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 literacty, 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?	ABW	2 organizations that came together in 2017 to make a nonprofit, trauma matters KC and alive and well STL

	l .	
ABW = Answered By Website		
NR = Not Relevant		
WTA = Want To Ask	Partnership for	
FU = Follow Up	Resilence (PR)	Notes
Collective Impact:		
What is the agenda? trauma, disengagment, 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 research)
comprehensive is it:	ADW	,
NA/Lastin the accidence have fourtheir access at	E.I.	are partnered with colleges so they can do research on this stuff not sure how evidenced based it is
What is the evidence base for their approach	FU	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 schoolls?	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 organziation has faced?	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organziations		
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	
Do you monitor and see which teachers actu implmeent what they learn? If so,	ally	
Structure of Program for Schools/Teacher	ers	
Would you discuss whether - and if so how n you have done of the following? Adjustments physical space, teaching students emotional literacty, policy changes for students with tra teacher training, outside resouces, collabora parents/caretakers?	to the uma,	
How did you decide which methods to focus History of Organzations Would you be willi share the story of how the organization came be? Who was involed? What were the initial	ng to e to	
goals and		
Organization Specific Questions		
What are your afterschool programs like? siblings (a teacher union leader and a p	NR 2	
together to explore how educators and phy		
together to respond to childhood trauma		

how do you monitor it?

WTA

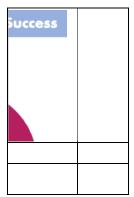
where di they come from?

ABW

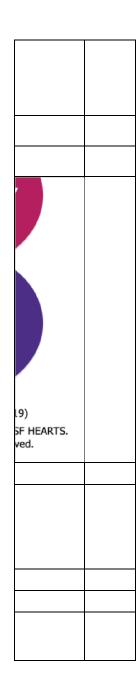
ADW A 1D W 1 "		
ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Lesley Institue for trauma sensitivity	
Collective Impact:	Serisitivity	
What is the agenda? trauma,		
disengagment, mental health, a mix?	ABW	focused on helping to create save and supportive classrooms where all children can thrive
What language did they use to		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
describe it?	ABW	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 cassroom 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 organziation has faced?		
What advice would you give to others implemementing trauma-informed training programs in the classroom?		
Would you be interested in speaking with Banksia further?		
Structure of Programs for Teaching Organziations		
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?		

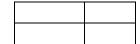
Can you explain any post-training assessment of the teachers and their work in the classroom?	ABW	they reference this 'trauma sensitive schools checklist" but not much more is said about it https://lesley.edu/sites/default/files/2017-06/trauma-sensitive-school-checklist.pdf
Do you monitor and see which 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 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?		

ABW = Answered By Website										
NR = Not Relevant WTA = Want To Ask										
FU = Follow Up	UCSF Hearts									
Collective Impact:										
What is the agenda? trauma, disengagment, mental health, a mix?	ABW	they focus on healthy enviornments and response to trauma in schools- by partnering which school communities to promote healing, social justice, and school success	h							
		We aim to increase instructional time and decrease time spent on disciplinary actions. Specifically, the goals of HEARTS include:								
What language did they use to describe it?		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 devlopment training and consultation for school personell 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 frameowrk- 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								
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?	NR									
What advice would you give to others implemementing trauma-informed training programs in the classroom?	NR		Trauma	-Informe	d Princi	ples for F	Promotin	g School	and Con	nmunity S
Would you be interested in speaking with Banksia further?	NR									
Structure of Programs for Teaching Organziations							derstand			
How do you recruit teachers and schools to work with?	WTA					Irai	ıma & St	ress		
What kind of incentives or motivators drive teachers to take the training programs?	FU			Resilie	ence Č					



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	& Social Emotional Learning	System & Leadership	Cultural Humility & Equity
How do you incentives/convince teachers to implement trauma-informed practices?			& Caregivers	
Can you explain any post-training assessment of the teachers and their work in the classroom?	WTA	Empowerment	Students	Safety
Do you monitor and see which teachers actually implement what they learn? If so, how do you monitor it?	WTA	& Collaboration		& Predictability
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?	FU	Modified from SFDPH Trauma Informed Systems Initiative, 2015	Compassion & Dependability	J. Dorado (201 Copyright © 2019 UCS All rights resen
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	National Child	
NR = Not Relevant WTA = Want To Ask	Traumatic Stress	
FU = Follow Up	Network	
Collective Impact:		
What is the agenda? trauma, disengagment, 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 becaue 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 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
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 waht 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-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 organziation has faced?		
What advice would you give to others implemementing traumainformed training programs in the classroom?		
Would you be interested in speaking with Banksia further?		
Structure of Programs for Teaching Organziations		
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 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?	

	1	T
ABW = Answered By Website		
NR = Not Relevant		
WTA = Want To Ask	Master Charter	
FU = Follow Up	Network (MCN)	Notes
Collective Impact:		
Conective impact.		
What is the agenda? trauma, disengagment, 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 persue 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?		year

How do they educate new teachers?	FU	Have a new teacher year long induction program
What is the infrastructure needed in schoolls?	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 organziation has faced?	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
Structure of Programs for Teaching Organziations		
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		
		They have student support systems -
Would you discuss whether - and if so how		Response to instruction and intervention,

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?	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	001111	
FU = Follow Up	CBHM Boston	Answers
Collective Impact:		
What is the agenda? trauma,		Focusing on positiive social climate and academic and social success for
disengagment, mental health, a mix?	ABW	all students
What language did they use to describe it?	NR	
What was the problem?	NR	
		tiered lighthouse model, with preventative strategies for all students,
		targeted approaches for some students, and intensive approaches for
What approaches are they using? How	F.,	students that need even more help- not sure what these things particularly
comprehensive is it?	FU	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 schoolls?	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 organziation 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 Organziations		
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 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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	WTA	
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?	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	

	Harvard Center	
	on the	
ABW = Answered By Website NR = Not Relevant	Developing	
WTA = Want To Ask	Child (Cambridge,	
FU = Follow Up	MA)	
Collective Impact:		
		current mission: to drive
		sciencebased innovation that achieves breakthrough outcomes for
		children facing adversity
		* support scienific resarch that can inform the testing, implementation,
		and refinement of strategies
What is the agenda/mission- what is it		designed to achieve significantly
addressing trauma, disengagment, mental	A DVA/	better life outcomes ofr children
health, a mix?	ABW	facing adversity
What language did they use to describe it?	ABW	used the word adveristy a lot (not truamaized children)
The tanguage and they doe to describe it:	7.044	the poor life outcomes of children
What was the problem?	ABW	facing adversity
		* science based innovation isn't the
How is trauma-informed education visible in		only thing they focus on, they also
your organization? What approaches are they using?	ABW	focus on policy, economy, and public
tiley using?	ADVV	opinion 3 components of their R+D work
		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 frameowrk (small
		scale pilots and strategies for
		increaing impacts of large-scale, evidenced based interventions
		learning community -
		includes ppl and organizations united
		by a common vision, engaged in
		shared learning to accerlarate innovation, promting early adoption
How did you decide? What is the evidence		of promising strategies, and testing
base for their approach	ABW	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
		mostly published on their website, i
How do they report their evidence?	FU	also think they publish legit papers
		* 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 prinicples
How do they deliver professional		to improve outcomes for children and
development? How does it get into schools?	FU	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 schoolls?	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		
		organziation has faced?- with respect to TIE (internally or externally)	WTA	
		(internally or externally)	WIA	
		What advice would you give to others implen	omonting trauma	
		informed training	lementing trauma	-
programs in the classroom?	WTA			
		Would you be interested in speaking with		
Banksia further?	WTA	Would you be interested in opeaking with		
Daniela fartier.	*****	Structure of Programs for Teaching		
		Organziations How do you recruit teachers	and	
		schools to work with?- how do you promote t		
		work?		
how do schools find out about you?	WTA			
		What kind of incentives or motivators drive		
teachers to take the training programs?	WTA	What kind of incentives of motivators drive		
teachers to take the training programs.	*****	Herry de very deliver professional development	t tuninin nO	
		How do you deliver professional developmen		
		Workshops? Apprenticeships? In-school or e How often do you meet? How long is the trai		
		What topics are covered? How often do peop		
		participate? Is the training	JIC .	
		How do you incentives/convince teachers to		
implement trauma-informed practices?	WTA	now do you mochaveo/outvinoe teachers to		
		Con you evolein any past training accessmen	at of the	
		Can you explain any post-training assessment teachers and their work in	it of the	
the classroom?	WTA	teachers and their work in		
the dashoom:	WIA	D	. 0	
		Do you monitor and see which teachers actu	ally	
how do you monitor it?	WTA	implmeent what they learn? If so,		
now do you monitor it?	WIA			
		Structure of Program for Schools/Teacher	S	
		Would you discuss whether - and if so how n		
		you have done of the following? Adjustments		
		physical space, teaching students emotional		
		policy changes for students with trauma, tea	cher	
	\A/T A	training, outside resouces, collaboraton with		
parents/caretakers?	WTA			
		How did you decide which methods to focus	on? WTA	
		History of Organzations		
		Would you be willing to share the story of hor	w the	
		organization came to be? Who was invovled		
		were the intial goals and		
where di they come from?	ABW			
		Organization Specific Questions		
What are your afterschool programs like?	NR			
, and just an arrange programs into				

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

Sch oold Specific Questi ons Wh at is you r fra me wor thin kin g abo ut trau ma info rme d (TI) practice? Wh at

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	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up Collective Impact:	National Center for School Crisis and Bereavement (Los Angeles, CA)	
What is the agenda/mission- what is it addressing trauma, disengagment, mental health, a mix?	ABW	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
What language did they use to describe it?	NR	
What was the problem?	FU	basically schools not knowing how to help kids through crises
How is trauma-informed education visible in your organization? What approaches are they using?	FU	They currenlty 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 represetnign the full range of school professionals - provide practiable, 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
How did you decide? What is the evidence base for their approach	FU	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?	WTA	
Is there evidence theoretical or local level?	FU	pretty sure it's theoretical
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?	NR	
What is the infrastructure needed in schoolls?	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 organziation has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
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?	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	* 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
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 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 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 Organiations		
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?	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?	WTA	
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 Collective Impact:	National Center for School Crisis and Bereavement (Los Angeles, CA)	
What is the agenda/mission-what is it addressing trauma, disengagment, 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 schoolls?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are	WTA	
doing their job?	WIA	
Lessons Learned		
What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
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?	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	ADM	Defeats externs 6
oneoff ? How do you	ABW	- Refer to column 6
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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers? How did you decide which methods to focus ace?	NR	
focus on? History of	WTA	
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	University of Buffalo - The	
NR = Not Relevant WTA = Want To Ask	Institute of Trauma-	
FU = Follow Up Collective Impact:	Informed Care	
What is the agenda/mission-what is it addressing trauma, disengagment, 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	

		Provides:
		1. Presentations - 34
		interviews in 13 categories
		 Training and Consultation - online modules
		3. Champion Development -
		Trains people to launch their own
		traumainformed organization
		4. Agency/Organization
		Assessment5. Practice in the
		Community - sponsored a variety of
		training for local professionals
		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
How do they deliver		provides a step-by-step guide with tools
professional development? How		intended for anyone interested in
does it get into		implementing a trauma-informed
schools?	ABW	approach.
How do they set the		
agenda and which		
parts do they		
concentrate on?	WTA	
How do they		
educate new	\A/T.A	
teachers?	WTA	
What is the infrastructure		
needed in schoolls?	WTA	
How do they get	VVIA	
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		
organziation has		
faced?- with respect		
to TIE (internally or		
externally)	WTA	

What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
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?	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 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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	NR	
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?	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 Traumalnformed Care	ABW	Early and respectful trauma screening and assessment for all 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 Ensures administrative commitment to integrating a trauma-informed culture
The Five Principles of Trauma-Informed Care	ABW	Safety - ensuring physical and emotional safety Choice - individual has choice and control Collaboration Trustworthiness - Task clarity, consistency, and interpersonal boundaries 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, disengagment, 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 schoolls?	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		
organziation has		
faced?- with respect		
to TIE (internally or		
externally)	WTA	
What advice would		
you give to others		
implemementing		
trauma-informed		
training programs in	\A/T A	
the classroom?	WTA	
Would you be interested in		
speaking with		
Banksia further?	WTA	
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?	WTA	
What kind of		
incentives or		
motivators drive		
teachers to take the	1477.4	
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?		- Adapting the physical classroom
ropics are covered?		
How often do people		so it is less restrictive and more
	ABW	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 literacty, 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	WΤΔ	

programs like?

WTA

ABW = Answered	Baker	
By Website	Elementary	
NR = Not Relevant	School	
WTA = Want To Ask		
FU = Follow Up		
Collective Impact:		
What is the		- Focus on developing
agenda/mission-		the whole child - Academic,
what is it addressing		emotional, social,
trauma, disengagment,		and well-being
mental health, a		- Creating a safe and
mix?	ABW	supportive learning environment
	71577	eapperare learning erroren
What language did they use to describe		
it?	NR	
	INFC	
What was the problem?	NR	
<u>-</u>		- 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.
How is		 Disciplinary referrals in
traumainformed		the school went down by 75%
education visible in		- Uses TLPI resources -
your organization?		both volume 1 and volume 2
What approaches		- Process was focused
are they using?	ABW	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	ND	
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 schoolls?	WTA	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA	
Lessons Learned		
		<u> </u>
What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
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?	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	- 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

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 literacty, 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	\/\TA	

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, disengagment, 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	ND		
it? What was the	NR		
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 schoolls?	WTA		
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	WTA		
Lessons Learned	HIA		

What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)	WTA		
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA		
Would you be interested in speaking with Banksia further?	WTA		
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?	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	- 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 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 literacty, 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	El Dorado Elementary School		
Collective Impact:			
What is the agenda/mission-what is it addressing trauma, disengagment, 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		- 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,	
using? How did you	ABW	books, toys, blankets	
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 schoolls?	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 organziation has faced?- with respect to TIE (internally or externally)	WTA	
What advice would you give to others implemementing trauma-informed training programs in the classroom?	WTA	
Would you be interested in speaking with Banksia further?	WTA	
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?	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	- El Dorado also worked with TLPI and developed a plan based on the flexible framework	
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 implmeent what they learn? If so, how do you monitor it?	WTA		
Structure of	WIA		
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?	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	Safe Supportive Learning	
Website	Learning	
NR = Not		
Relevant		
WTA = Want To		
Ask FU = Follow Up		
Collective		
Impact:		
		- Northern Center on Safe Supportive
What is the		Learning
agenda/mission		Environments
 what is it addressing 		- The Trauma-Sensitive Schools
trauma,		Training Package offers school and district
disengagment,		administrators and staff a framework and
mental health, a		roadmap for adopting a trauma-sensitive
mix?	ABW	approach school- or districtwide.
What language		
did they use to describe it?	NR	
What was the		
problem?	NR	
		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.
		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.
		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
How is		process for adopting a trauma-sensitive approach
traumainformed		schoolwide, including guidance for how to roll-out
education		other package components. Materials include an
visible in your		online module and companion action guide that
organization?		outline steps for developing school-based
What		implementation plans, along with a facilitation guide with suggestions for how to use the materials for
approaches are they using?	ABW	inperson leader training.
How did you		
decide? What is the evidence		
base for their		
approach	WTA	

How do they		
define the		
quality of	WTA	
evidence?	WIA	
l		
Is there		
evidence		
theoretical or local level?	NR	
	INFC	
How do they		
report their	14/74	
evidence?	WTA	
How do they		
deliver		
professional development?		
How does it get		
into schools?	ABW	Online modules
	,.5**	
How do they set		
the agenda and which parts do		
they		
concentrate on?	WTA	
How do they educate new		
teachers?	WTA	
	WIA	
What is the		
infrastructure needed in		
schoolls?	WTA	
	WIA	
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		
organziation		
has faced?-		
with respect to		
TIE (internally	10/7-4	
or externally)	WTA	
What advice		
would you give		
to others		
implemementin		
g traumainformed		
traumainformed training		
programs in the		
classroom?	WTA	

Would you be		
interested in speaking with		
Banksia		
further?	WTA	

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?	WTA	
What kind of		
incentives or		
motivators drive		
teachers to take		
the training	14/7-4	
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/convi		
nce teachers to		
implement		
traumainformed practices?		
practices?	WTA	
Can you explain		
any posttraining		
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/Teach		

ers

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/caretak ers?	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?	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 Collective Impact:	Unviersity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston
addressing trauma, disengagment, mental health, a mix? What language did they use to describe it?	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.	- Northern Center on Safe Supportive Learning	- 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 was the problem?				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	Master Charter Network	National Child Traumatic Stress Network	LIFTS
Collective Impact:			
What is the agenda/mission-what is it addressing trauma, disengagment, mental health, a mix? What language did they use to describe it?	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	Mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities, throughout the US 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	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?			

FU = Follow Up National Education Association TLPI CRI Lincoln High School Collective Impact:	ool
What is the agendamission what is it addressing trauma. Where the thing agendamission what is it addressing trauma. disengament, mix? What is the agendamission what is it addressing trauma. disengament, mix? built education to prepare every students to succeed in a diverse and interdependent world correctly to prevent the promise of yould prevent to prevent the promise of public education to prepare every students to succeed in a diverse and interdependent world correctly to prevent the promise of young trauma, disengament, mix? built education to prepare every students for season and store expensional strains, partnership, collective action and short courtment in early. but after expendent world correctly the promise of young trauma, and the promise young trauma, and the young	Ü

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up Collective Impact:	Alive and Well	Partnership for Resilience	UCSF Hearts	Harvard Center on the Developing Child
What is the agenda/mission-what is it addressing trauma, disengagment, mental health, a mix? What language did they use to describe it?	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 enviornments and response to trauma in schools- by partnering which school communities to promote healing, social justice, and school success 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 adveristy a lot (not truamaized children) the poor life outcomes of
problem?				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:							
mental health, a	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	- Professional Development - building strong relationships with the students, helping grow both their academic and non- academic skills, and showing the	- 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?							
	basically schools not knowing how to help kids through crises						

ABW =	
Answered By	
Website	
NR = Not	
Relevant	
WTA = Want To	
Ask	

FU = Follow Up	
Collective Impact:	
impaot.	
What is the	
agenda/mission- what is it	
addressing	
trauma, disengagment,	
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
in your organization? What approaches are they using? ABW = Answered B	- 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.	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.	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.	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
Website NR = Not				

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

How is traumainformed education visible in your organization? What approaches are they using? ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up National Education Associal	not sure it it's quite a framework, buthe elements a trauma-informed sysystems The National Child Traur	ut this page on their website includes all of vistem needs Creating Trauma-Informed matic Stress Network they utilize the control of the cont	ne flexible framework Lincoln High School

How is traumainformed education visible in your organization? What approaches are they using? the		- 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	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	
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ABW =				
Answered By				
Website				
NR = Not				
Relevant				
WTA = Want To				
Ask				Harvard Center on the
FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Developing Child

How is traumainformed		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				
traumainformed education visible in your organization? What approaches	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		they use an MTSS (multi-tiered system of suppadded the graphic here> as well as 6 com	tt ports) system (triangle), i just	science based innovation isn't he only thing they focus on, hey also focus on policy, economy, and public opinion	
ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up Answered By Mational Cent Behreavement	er for School Crisis and ht Highlands Element	ary School Baker Elementary S	chool Bemiss Elementary School	El Dorado Elementary School		

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 They currenlty have 3 main projects: students who school crisis and recovery usaully dont get it project - a partnership between them, the El Dorado has Center for Applied Research Solutions Baker Elementary implemented (CARS) and trauma transformed (T2) -Bemiss Elementary HEARTS School focuses on educating they provide training and technical School focuses on educating the teachers about trauma and Trying to change the assistants, creates curricula and best teachers on the impact of adverse how it manifests as complex school culture - ask yourself childhood experiences practice resources to promote long term - Change the physical classroom needs. - The teachers also "What happened to them" instead recovery, and it promotes effective and (ACE) yoga mats and bolsters, natural Focused on changing of "Whats wrong with them" implemented non-academic sustainable change light filters, flexible seats that activities to make a more Happy teachers = happy students the teacher's view towards their coalition to support grieving allow for small movements, and welcoming and fun Teacher wellness students - collaboration of national students cool-down corners for students environment. groups across three schools organizations represetnign the full range After seven years of Disciplinary How is who need a break, equipped with Program/Framework of school professionals - provide these practices, there was a 20% traumainformed headphones, books, and toys referrals in the school went Positive practiable, accesible, free info and decrease in disciplinary referrals education visible Teach students emotional down by 75% - Uses TLPI Behavioral and Interventions and training modules 3. St Nickolas 9/11 and a 30% decrease in in your literacy: breathing exercises and resources - both volume 1 and Support (PBIS) and Safe and Shrine - a nonsectarian Bereavement suspensions each year for the volume 2 - Process was Civil Schools organization? practices where students state and Community past two years What approaches Center on the 2nd and 3rd floor of the how they are feeling and why focused around the flexible Resilience in School Peace/Break Corner are they using? 9/11 shrine they are feeling that way framework Environments (RISE) beanbags, books, toys, blankets

ABW =	
Answered By	
Website	
NR = Not	
Relevant	
WTA = Want To	
Ask	
FU = Follow Up	

How is traumainformed	
education visible in your	
organization? What	
approaches are they using?	
and, admig:	

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 Ask		National Child Traumatic Stress Network	LIFTS	

How did you decide? What is the evidence base for their approach		it's not quite answered on the website, although they do note network is made up of medical providers as well as doctors/s and everything is well vetted	that their cientists/families		
How do they define the quality of evidence?					
Is there evidence theoretical or local level?					
How do they report their	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	They state that their work is well documented, especially som CoCap, so we could probably dig to try to find that	nething called		
ABW = Answered By Website NR = Not Relevant WTA = Want To Ask	ional Education Accordate	T. D.	COD.		hand .
WTA = Want To	ional Education Association	TLPI	CRI	Lincoln High S	Sc

How did you decide? What is the evidence base for their approach	they based there stuff on the biologic basis they used the ACE study and they also used neurostuff to back up their reasoning	- 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 define the quality of evidence?		Research and report writing	
Is there evidence theoretical or local level?	I think theoretical bc they base it off of sciencd	Legislative and administrative advocacy for laws	
How do they report their evidence?		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	
ABW = Answered B Website NR = Not Relevant WTA = Want Ask FU = Follow		Partnership for Resilience UCSF Hearts	arvard Center on the eveloping Child

How did you decide? What is the evidence base for their approach How do they define the quality of evidence?	th	are partnered with colleges so hey can do research on this stuff - not sure how evidenced based it s			3 components ot 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 frameowrk (small scale pilots and strategies for increaing impacts of largescale, evidenced based interventions 3. learning community - includes ppl and organizations united by a common vision, engaged in shared learning to accerlarate innovation, promting early adoption of promising strategies, and testing pathways to impact at scale
Is there evidence theoretical or local level?					theoretical? i think
How do they report their evidence? ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up Behreavement		y School Baker Elementary Sc	chool Bemiss Elementary Scho	ol El Dorado Elementary Scho	mostly published on their website, i also think they publish legit papers

the evidence base for their	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	

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?	

Unviersity of buffalo	Safe and Supportive Learning	Natioanl Organization for Treating Trauma	CBHM Boston

How do they deliver professional development? How does it get into schools?	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 4. Agency/Organization Assessment5. 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.	Online modules	- Online training - Free Trauma Assessment - form that explains what the organization is doing and their goals. From their Treating Trauma will help	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?				
How do they educate new teachers?				
What is the infrastructure needed in schoolls?				

		Master Charter Network	National Child Traumatic Stress Network	LIFTS	
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٧	Vebsite				
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Α	ABW =				

How do th deliver profession developme How does into schoo	nal Hent? e	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 onl to inform people about childhood trauma- although these aren'towards teachers (i wonder if there's specific trainings for teachers) table to see waht they have unless you register)	t just geared	has two options- a graduate level four course curriculum, or direct executive coaching
How do the the agenda which part they concerns.	a and is do		they also focus heavily on awareness and advocacy/collabora policymakers	ing with	
How do th educate no teachers?	ew H	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 cassroom 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 infrastruction needed in schoolls?	ure		website actually focuses mostly on trauma in general, as opporelates to the school system, but this page notes the essential 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 improvement
ABW = Answered By Website NR = Not Relevant WTA = Want T Ask FU = Follow U		nal Education Association	TLPI	CRI	Lincoln High School

How do they deliver			
professional development?			
How does it get		Presentations, phone consultations, and webinars (online	
into schools?		courses) - Row 6 for more information	
How do they set the agenda and			
which parts do			
they concentrate on?		It seems like they answer this question in the online course	
	Descride recourses the volumes of Helping Terror-tire d		
How do they	Provide resources: two volumes of Helping Traumatized Children Learn, and the online learning community with		
educate new teachers?	access to videos, blogs, discussion forums, and consultation from TLPI (may come at a price)	Their online resources - Presentations, phone consultations, and webinars (online courses)	
reactions;	non rei r (may come at a price)	and weblindis (online courses)	
What is the infrastructure	The flexible framework which consists of leadership, professional development, access to resources and services,		
needed in	academic and non-academic strategies, policies and		
schoolls?	protocols, collaboration with families	It seems like they answer this question in the online course	
ABW =			

ABW =				
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Website				
NR = Not				
Relevant				
WTA = Want To				
Ask				Harvard Center on the
FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Developing Child

How do they deliver	they hold trainings where one can become an		* 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
professional development? How does it get into schools?	ambassador and hold their own trainings, slightly unclear how this ends up leading to actual teachers- would like to know more about that	they hold professional devlopment training and consultation for school	in any setting, or three prinicples to improve outcomes for children and families)
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 schoolls?		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 frameowrk-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	

FU = Follow Up 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 schoolls?	

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	
ro – rollow op	
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 schoolls?	
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?		Caro and Capporate Economy	Talloun Organization for Fredung Frauma	
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?				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

T			
ABW =			
Answered By Website			
NR = Not			
Relevant			
WTA = Want To			
Ask			
	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 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?			

ABW = Answered By Website NR = Not Relevant				
WTA = Want To				
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	National Education Association		The presentations, phone consulations, and webinars all have fees. However, I could not find anything about if they have government funding or any other grants	Lincoln High School
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?	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
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 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?				

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	National Center for School Crisis and	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?					j		
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?							

ABW = Answered By Website NR = Not Relevant WTA = Want To Ask FU = Follow Up	
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?	

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 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?	- Refer to column 11	- Refer to column 6	- Refer to column 6	many workshops- https://cbhmboston.com/trainings-2/
How do you incentives/convin ce teachers to implement trauma-informed practices?	- Neier to Column 11	- Neier to Column o	- Neier to column o	many workshops- https://commboston.com/rammings-2/
Can you explain any post-training assessment of the teachers and their work in the classroom?				
Do you monitor and see which teachers actually implmeent what they learn? If so, how do you monitor it?				
Structure of Program for Schools/Teache rs				

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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 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	Have professional development every Wednesday, need to find out what form the professional development is in		
How do you incentives/convin ce teachers to implement trauma-informed practices?			
Can you explain any post-training assessment of the teachers and their work in the classroom?	Outcomes-oriented planning meetings with schools/central office experts - ask for more info on those		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 implmeent what they learn? If so, how do you monitor it?			
Structure of Program for Schools/Teache rs			

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ABW =				
Answered By				
Website NR = Not				
Relevant				
WTA = Want To				
Ask				
FU = Follow Up	National Education Association	TLPI	CRI	Lincoln High 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?			Refer to column 6	
How do you				
incentives/convin				
ce teachers to				
implement trauma-informed				
practices?	i don't think they incentive stuff			
Can you explain	1 don't unink uloy moditive stuff			
any post-training				
assessment of				
the teachers and				
their work in the				
classroom?				
Do you monitor				
and see which teachers actually				
implmeent what				
they learn? If so,				
how do vou				
monitor it?				
Structure of				
Program for				
Schools/Teache				
rs				

ABW =				
Answered By Website				
NR = Not				
Relevant				
WTA = Want To				
Ask				Harvard Center on the
FU = Follow Up	Alive and Well	Partnership for Resilience	UCSF Hearts	Developing Child
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?				pretty sure it's just the resources on their website but i could be wrong
How do you incentives/convin ce teachers to implement trauma-informed 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 implmeent what they learn? If so, how do you monitor it?				
Structure of Program for Schools/Teache rs				

ABW = Answered By							
Website NR = Not Relevant							
WTA = Want To	National Center for School Crisis and						
FU = Follow Up		Highlands Elementary School	Baker Elementary School	Bemiss Elementary School	El Dorado Elementary 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?	* 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	- Adapting the physical classroom so it is less restrictive and more comfortable - Social and Emotional Learning	- 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	- 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)	- El Dorado also worked with TLPI and developed a plan based on the flexible framework		
How do you incentives/convin ce teachers to implement trauma-informed 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 implmeent what they learn? If so, how do you monitor it?							
Structure of Program for Schools/Teache rs							

ABW = Answered By Website NR = Not Relevant	
WTA = Want To Ask FU = Follow Up	
How do you deliver professional development	
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?	
How do you incentives/convin ce teachers to implement trauma-informed 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 implmeent what they learn? If so, how do you monitor it?	
Structure of Program for Schools/Teache rs	

ABW =				
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
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/caretake				
rs?				
How did you				
decide which				
methods to focus on?				
History of				
Organzations	History of Organzations	History of Organzations	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				CBHM (comprehensive behavioral health model) launched in
di they come				the 2012-2013 school year in 10 boston public schools, and
from?	- Refer to column 3	- Refer to column 3	- Refer to column 3	every year 10 more schools join the program
Organization				
Specific Questions				
What are your afterschool				
programs like?				
programo into:	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))			
	` ''			

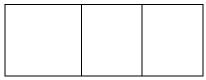
ADW -			
ABW = Answered By			
Website			
NR = Not			
Relevant			
WTA = Want To			
Ask		N // 10/11/7 // // N // 1	LUTTO
	Master Charter Network	National Child Traumatic Stress Network	LIFTS
Would you discuss whether - and if so how many - you have done of the following? Adjustments to			
the physical space, teaching students emotional literacty, policy changes for	They have student support systems - Response to instruction and intervention, emotional support and		
students with trauma, teacher training, outside resouces, collaboraton with	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			
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 literacty, policy changes for estudents with the physical space of the control of the c	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			
parents/caretake rs?	(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 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?		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 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?				

1				
ABW =				
Answered By Website				
NR = Not				
Relevant				
WTA = Want To				
Ask				Harvard Center on the
	Alive and Well	Partnership for Resilience	UCSF Hearts	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				
literacty, 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				
				Jack P Shonkoff was part of
				the Institute of Medicine and National Reserach Council
Would you be				Committee on Integrating the
willing to share				Science of Early Childhood
the story of how				Development and the Jonh D
the organization				and Caterhine T MacArthur
came to be?				Foundation Research Network
Who was		O siblings (a topphonumier landar		on Early Experience and Brain
invovled? What were the intial		2 siblings (a teacher union leader and a pediatrician) came together		Development> his work in these groups made him find the
		to explore how educators and		Harvard Center on the
di they come	make a nonprofit, trauma matters KC and alive	physicians can work together to		Developing Child> it's the
		respond to childhood trauma		intersection of a lot of things
Organization				
Specific				
Questions				
What are your				
afterschool programs like?				
programs like?				

ABW =							
Answered By							
Website							
NR = Not							
Relevant WTA = Want To							
	National Center for School Crisis and						
FU = Follow Up	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							
literacty, 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							
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 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/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?	



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
	Early and respectful trauma screening and assessment for all 2. Addressing any potential retraumatizing policies and procedures Include providers and provides in planning and evaluation of services Establishing an internal trauma team Provides introductory training to all staff Ensures administrative commitment to integrating a traumainformed culture			
	Safety - ensuring physical and emotional safety Choice - individual has choice and control Collaboration Trustworthiness - Task clarity, consistency, and interpersonal boundaries 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:	To ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. -looking to ty and center the conversation on trauma and its impacts on education reforms so that more schools can create safe and supportive environments—reneficied the safe and supportive schools act which has a line item that allows the gov't to give out grains 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 led safe (emotionally, each connected, and not pushed out by their cacdemically, etc), connected, and not pushed out by their	Resilience, aiming to embed these principles into action through its multiple partners, agencies, and					
What is the agenda/mission- what is i addressing trauma, disengagment, mental health, a mix?	school and school community -focusing on education reform and policy as well	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
What language did they use to describe it?			talked abuot 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,				States on this using order words -Some states focus on SEL – community of school is safe and supportive -SPI don't necessarily make all the links be everything is connected, which is somewhat problem -SBullying prevention is this work
			Icoused 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				
What was the problem?		Resources include presentations, phone consultations, and webinars.	income/differences in outcome for these communities)				
How is trauma-informed education visible in your organization? What approaches are they using?	with any of the above approaches From Interview: work in schools to do professional development and training within MA (if is a small learn so they don't go to fail and they also provide resources for schools that are too far for them to do professional development in the PD they offer its a 90 minute 'kick off training' where they focus first on ACE study and prevelance of traumatic experience and then they talk abt the neurobiology aprin in a school focused way (impace of traumatic experience and with the prevention of the processed of traumatic experience and with the prevention of the processed way (impace of traumatic experience and with the processed for the processed way (impace of traumatic experience).	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 4. 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 and a variety and the strategies and a variety and the strategies of the strategies and course 2 fairs perparent strategies to teach the two courses in their community. Kiss Framework - Knowledge, Insight, Strategies, and Structure The program is about recognizing the behavoral patterns when someone loses the love, respect, and safety they were born into	they focuse 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 foudmajor components, each with its own trasks: 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://dinh.co.gov/mindal/pdf/missour-model-developmentalframework-trauma-informed-approaches	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	* It was all about the commitment of the staff to build success		
How did you decide? What is the	Massachusets 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 (cacademically, emotionally, and sociatily) "MAC worked with an interdisciplinary group of psychologists, educators, and attorneys to draft the Helping Traumatized Children Learn (MAC) entered a partnership with Hanrard Learners of Section 1 and	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 41 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 drone desplied all this, il wheres you and value you -		* ARC framework and neurosequential model and positive			behavioral healf in public schools developed by commision members (who themselves had expedise 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 avendor to make a
evidence base for their approach	Learning Policy Initiative	- what else can i do to help you	to bring it into classrooms They use several evaluation strategies- an organizational assessment from the Missouri Model, the ARTIC, which is the only psychometrically valid survey for assessing where	psychology			larger revision→ revisions and research backing it up
How do they define the quality of evidence? Is there evidence theoretical or local level?	Research and report writing		the only psychometrically valid survey for assessing where the staff is at are the major ones. 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.				
ABW = Answered By Website	Legislative and administrative advocacy for laws						
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

				* attendence is the main measure of			
	 The Task Force on Children Affected by 			success			
	Domestic Violence produced five working papers on the impact			 lots of qualitative stuff 			
	of domestic violence on education, family, and other matters.			> stories to show success or progress, but they don't			
	 TLPI also has two volumes of Helping 			consider it a measure of success			
	Traumatized Children Learn. The first volume focuses on trauma and the impact it has on learning. It also introduces the			> conversations w parents	they had a huge decrease in disciplinary		
	flexible framework with the 6 core elements. The second			> case studeis	rates from interview:		
	volume is a guide to creating trauma-sensitive schools and			> pre and post impact statements from parents, students, and schools super powerful stuff but they want to do more			
	agendas.			and schools super powerful stuff but they want to do more of it	instead of reacting and telling kids that what		
	TLPI website has many short educational	*Long term record of evaluation is something they do wel			they were doing was wrong, he started		
	videos	->Adjusting when they need to is key	Some of it is published on their website, not sure if they	going to sue to measure success and to make sure they're	asking WHY they did what they did, that was		
How do they report their evidence?	11000	-> Recently published they're history	also release reports	measuring it in the best way possible	what helped		
non do arey report aren evidence.	-Since TLPI is quite a small team (7 people), they break up	- recountly publicated and to mounty	also release reports	modeling it in the best way possible	whathoped		
	their structure into people who actually go out to schools.						
	attourneys 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						
1	direct support to those schools because of small team -Does						
I	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		they hold trainings where one can become an ambassado	r			
	mission in the building, then they can decide on different PD		and hold their own trainings, and then schools can also				
	depending on what the urgencies are (teaching about SEL,		get more direct assistance where early trainings are given				
	teaching mindfulness)		to the whole staff, and then they have the schools form				
How do they deliver professional	-focuses mainly on teaching about trauma and it's impact and		their own 'trauma-teams' to direct the transition, but A&W				
development? How does it get into	making sure they understand it's a whole school approach	Presentations, phone consultations, and webinars (online	always remains a support resource they can turn to for				
schools?		courses) - Row 6 for more information	guidance				
			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				
How do they set the agenda and		It seems like they answer this question in the online	just tackle all 12 at once) and slowly work their way				
which parts do they concentrate on?		course	through them				
	Provide resources: two volumes of Helping Traumatized		Different for each school- they have several basic trainings				
	Children Leam, and the online learning community with access		that are used, but then it becomes up to the schools and				
	to videos, blogs, discussion forums, and consultation from	Their online resources - Presentations, phone	their trauma teams to decide on PD				
How do they educate new teachers?	TLPI (may come at a price)	consultations, and webinars (online courses)					
			It requires a 'trauma-team' that is focused on helping the				
			development and transisiton of the program within schools	,			
	The flexible framework which consists of leadership,		and the time for teachers to be able to do trainings.				
	professional development, access to resources and services,		Additionally, she noted the importance of principal and				
What is the infrastructure needed in	academic and non-academic strategies, policies and protocols,		leadership staff buy-in and that it is critical that they are				
schoolls?	collaboration with families	course	involved in the process.				
						·	* She oversees the grant (year 3)
							*Answer depends on the year interest has increased
I							over the years
							*It is a competitive process
							->2018-2019 - 30 applicants and everyone got it
1							->2019-2020 - 38 applicants and awarded 17
			they're an independent 501c3 organization (nonprofit),				->2020-2021 - 27 applicants and awarded 14 (i think) *Big drop bc there are 2 grant programs → continuation
			local funders include the Missouri Foundation for Health,				grants and new grants → all 30 got the continuation and
L		L	St. Louis Mental Health Board, the Health Care				that took a up lots of money
How do they get their funding and			Foundation of Greater Kansas City and the REACH Health				->Continuation only continues for 1 year
how do they demonstrate to their		have fees. However, I could not find anything about if	Care Foundation. however, unclear how they demonstrate				
funder that they are doing their job?		they have government funding or any other grants	success to funders				
Lessons Learned							

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					118		
What is the biggest challenge your organization has faced? with respect to TIE (internally or externally) What advice would you give to others implemementing trauma-informed training programs in the classroom?	the law and order mindset in the US (possibily just a US thing), but that students are overly disciplined for a trauma response, be to them it's not just change the mindsets is important to make sure relationships stay solid and that there is more understand between students place in the community, sense of accomplishment in the classroom, and relationship with schoots - poople feeling like his means they need to be soft on klds, but this sort the classer list about rethinking discipline and what it means school, accountability measures are benires - they separate traditional curriculum and emotional curriculum (ax. if a teacher meeds to spend x amount of time aday on science/markletc, and there's only so much time in the day, teacher's only have smuch this idea.	everything on kids and don't focus on how to change it. *Havard's center on the developing child > video callet building adult capabilities to then affect children's outcomes The parole officers that were most successful was seed on their assumption if the kids were capable or not > It makes it super hard be you don't know what you're bases are, but they 100% effect the other ppl soes are, but they 100% effect the other ppl 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 *Need the worker bee engaged you also need the supervisor engaged — you can't do this work if you're not going to be	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	the practical work is compatible routines and rhythms and consistency—easily transferred passing on teaching and teaming material is hard to transfer be schools don't hink it aligns with 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 imidset 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 we passing the kids—need to the year which we have the parents as well, not just the kids—need to treat them with unconditional positive regard—they usually have strained relationships we passing the kids of the year they are shall be parents as well, not just the kids—need to treat them with the work of the passing 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—s due to lacking the flacentically underpringing—need on the backing the flacentically underpringing—need on the passing with the kids really need—s due to lacking the flacentically underpringing—need on the passing with the kids really need—s due to lacking the flacentically underpringing—need on the passing with the kids really need	"When they first started, one of the most common infractions was a student getting upset and telling them to luck off > And for teachers, it's so hard for them to keep regulated in that moment —> Sut practicing these skills is key -> If a teacher does go off on a kild and doesn't regulate himself, he should bring the kild entry the started on the st	"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 the class of the cla	*Funding is a huge challenge >The grant isn't a lot of money, you're not revvamping SEL (that's not what he budge! It going to cover) or PD >Need to use funds they alreasy 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
Would you be interested in speaking with Banksia further?	 what they do is very different from most other groups be they don't focus on strategies, but rather they focus on a set of values that make them think abt the strategies 						
Structure of Programs for Teaching Organziations	they use and how to make them more trauma informed	she would love to come to our final presentation	yes! they'd love to attend our presentation				
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
How do you recruit teachers and schools to work with 7- how do you promote the work? how do schools [ind out about you?	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 . It is start will reach out to them abt PD and the ppl who hey are actually straining after it the most interested to begin with the start was reported by the start of the product of the		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 juin that year. however, since ARW stated as a social medical campalign about tools stress and trauma, that was helpful in spreading the message	usually previous teachers (usually previous teachers of the students or the occurational 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 vit 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 expecations teachers don't spend enough time there, and when they are there they spend time building relationships whe kell, whereas they should be paying more attention to the teacher style more> come in w a particular floous they can ask abt			

			* they don't track what the teachers do w			
			what they learn they are probably going to try and do that more next year			
they have worked with districts sometimes who have grants						
and come out and work with them, but they have a big focus What kind of incentives or motivators on making sure people know what they're getting into and						
drive teachers to take the training making sure that school personnel understand how this can			* teachers whose students are in it are supposed to go for at			
programs? benefit their school			least an hour a week		*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)	
-provides online learning resources and a online learning environement for anyone that wants to register					*They currently have a partnership with mcleans	
How do you deliver professional focuses on a very tailored approach for schools to make sure they get the benefits out that they want they focus on a					->Trainings aroundteachers and self care and trainings around how to care and	
development training? Workshops? process, not just a program.		they host pretty frequent trainings, with the generic one being free and the more in depth one being a fee, but			support students during COVID	
Apprenticeships? In-school or externally? How often do you meet? among the staff, and then makes the school identify whats		some scholarships are avalibale as well, they also offer			->Even students that are well adjusted will come in with some sort of trauma	
How long is the training? What topics urgent (attendance, high disciplinary rates, suicides in the		'train the trainer' trainings, where they teach people how to			because of what they've experienced	
are covered? How often do people participate? Is the training one-off?	Refer to column 6	be able to go out and train more people within their organization			since covid	
How do you incentives/convince						
teachers to implement traumainformed practices?						
addinalinomed practices:						
	*Using the brain science					*They need to look at metrics internally during selfreflection process
	*Lincoln high school principal was sitting w her talking to a neuroscientist when student's fight or flight is					*They don't look specifically
	activated they can't listen be they're in survival mode					*They look at action plan and give some feedback on it
	*Can't have a conversation when you're in survival mode *The principal would allow them time to calm down					->Does it meet requirements of *Process is specific to each school and school district -
	before he would talk to them, he modeled that question "what's going on that created that kind of reaction?"					>No goal standard *Grant evaluation that occurs
	*Learning to model what the science tells you					->They haven't figured out how to measure if schools
	-> don't start lecturing when ppl are in fight or flight * disciplinary stuff -> changing the rules					are more safe and supportive ->How ppl work together and stuff
	-> ISS (in school suspension) - need to hold students					*this is an iterative process→ self-reflection, plan,
	accountable, don't excuse it but still give them a chance to feel safe> now it's just called a safety room					implement, self-reflect *Part of the grant program is to include some mentoring
	*Looking at do I really need to suspend this kid? Just					districts
	sending them back to the streets? Need to hold them accountable, but not isolating them from the community			* Very basic but practical tools- took the		->In the cycle they can apply for the grants and continuation grant → once they get those they become
	*Used Dr. Mattson and Dr. Abel - FSU (Florida State University) 4 metrics to measure the increase in			year prior to implementation as the		mentor schools ->One school gets the funds and then they decide to do
	resilience			baseline, and then tracked behavior, attendance, grad rate, daily attendance,		it in more school (district wide) → no concrete measures
	-> 4 Metrics: Mastery of skills, relationship, optimism (sense of future), learning what you need and how to get			GPA, testing scores,		they have a district person who supports this work as a full time position makes a difference
	there			-> After the first year of implementation, the numbers got crazy better, they never even		->Some districts don't apply to continue the work, but no
	*It depends on the organization, they're never stopping evaluating the work			thought that was something that would		one is less successful ppl ->Lots of district personnel tumover → problem for
	->Their newest one is the story capturing process they			happen and each year since they've just continued to get better		some districts ->In mass they need to write school and district
	re going to interview 3 of their agencies (Valley residential, a relatively small profit, Division of Children			->This improvement is what keeps driving them to do more		improvement plans reviewed by school committee, in
	and Family) -> They want to ask how CRI has impacted them so they can understand their organizational			*Looks at the current disciplinary infrractions	*Not specifically- there's the typical	district improvement plan they always had safety goals— instead of just safety, also think about support>Once
	influence, need systemic support to make lasting	mentioned above, they have the assessment that comes		and reasons ->Fights went down 75% that year	statewide evaluation system for teachers and it depends on who you evaluator is	it's concretely in the district plan that makes it more likely to happen even if turnover occurs
Can you explain any post-training	changes *Their metrics are constantly shifting	with the missouri model, the ARTIC assessment, and 12		->Despite being an alternative high school,	and etc	*District leader will go to a new district and then that
assessment of the teachers and their vork in the classroom? decide on these metrics	*Took 8 years to find the right superintendent	indicators used as well (not sure what the 12 indicators entail, however)	* going to maybe start doing that	grad rates and test scores went above the state average	*Currently not something that evaluators are looking at specifically	district will apply→ messiah of safe schools
-measuring success is a tailored approach, and they don't try			G. G. Stranger and			
to tell schools what the destination is Do you monitor and see which emphasizes looking at quantitiative but also qualitative data,						
teachers actually implmeent what and focuses on markers along the way (what feels better in the	8					
they leam? If so, how do you monitor school/ notices a more cohesive staff, etc)		see above				
Structure of Program for		2aa quusa				
Schools/Teachers						

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Would you discuss whether - and if so how many - you have done of the following? Agustments to the following discussments to the following discussment to the conditional literacy, policy changes or students with trauma, teacher training, outside resources, collaboration with parents/caratelakers?	-fellow up ftrough books				*All teachers understood the power of one'- one caring dut frelationship > For kids that come from trauma, just one caring adult can change their pright from hopelessness to hope, so each staff member should by and strive for their *Each member of staff was always seeking *Called themselves the inicotin family and the kids started contributing to the culture as > *The kids garde use even more than we agave them?		
collaboratori witri pareritsi caretakers i	-tollow up tillough books	*Everything they do is based off the fact they did it in			gave tielli		
How did you decide which methods to focus on?	-follow up through books	Everyiming mey do is desert on the fact they do it in Wildia 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 "Its not your ACE score, its your resilience score					
History of Organzations			2 organizations that came together in 2017 to make a				
Would you be willing to share the story of how the organization care to be? Viho was involved? What were the intial goals and where di they come from?	Refer to "What is the evidence base for their approach" section	County Community in 2008 - At the seminar one mother confessed that she has all	nonprofit, trauma matters KC and alive and well STL. From interview.* She was working at St Louis regional health commission reduce health dispartites, Missoroui not a Medicaid expansion state, they were trying to provide coverage for primary health care. Psi-o dippl may be may be made to the psi-o dippl may be made to make the may be made to the psi-o dippl may be made to the may be made to the may be made to the may be to the total may be to the psi-o dippl may be to the total may be	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 lincoin- 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 he has previously heard a little about the ACE study but it was at this coff that he instead to join median as the speaker and it was the lists time he heard about took. It has been also the state of the heard about took 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 the 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?		**IMSS framework came as a reflection from the 10-12 years of work they originally dis-ri 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 if from important ppl in their leves modeling it How you live in your community will make or break a child being resilient — if is how you move through your domains in life that will allow you to learn 10 years of the community — helping to frame common dispass on that Originally — helping to frame common dispass on the towards of the community — the properties of the community of					*automatically eligible for continuation grant if they got the eward grant the year before >They still need to apply and have a plan 'Competitive grant and a rubric >Score competitive grants on a rubric >Score pol didn't understand the purpose >Talking abl shop safety (safe sewsy) not the purpose of this grant >Talking abl shop safety (safe sewsy) not the purpose of this grant >Talking abl still make the purpose of this grant >Talking able still make the purpose of this grant >Whitch understanding read equity pip can provide >Hitps://www doe mass edu/grants/2021/335/ >Gives an example of the questions
What is the average monetary amount of the grants given							"Rigible 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					* The research is clear that the traditional practices are harmful * the conference he went to from CRI on the		
ones? What has been your journey and how will it guide you in the next few					child brain		
years? How do you understand what the							
school needs and what are the							

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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
What are the key elements of professional development that will impact how the teachers interact with the students?	TEP	CRI	-They are located in the Hume region of Australia, which is Innown 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 5-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, they need to reach out before belowing up, how to catch their triggers), giving them ways to say regulated barder they business the brain, they need to reach out before blowing 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 at me with you'd subation where they can learn 2. Knowing that by following the first two steps, they could do the third 3. Created at me with you'd subation where they can learn 2. Knowing that they following the first two steps, they could do the third 3. Created at me with you'd subation where they can learn 2. Knowing that they following the first two steps, they go they can be supported to the staff and the staff and the staff agreed and that would come together and talk about the sate of the staff agreed and that would come together and talk about the sate of the staff agreed and that was 1. Support around them 3. Support around them 3. Support around them 4. Support around them 5. Support around them 6. Support a	'So they staned off with SEL Initiative which was the first step in recognizing that if kids cant feel loved safe and supported they won the able to learn supported they won the able to learn supported they won the able to learn supported they opportunity saff thewer students both in math and verbal. After the NAS accorse came out, it was a supported they opportunity saff thewer students both in math and verbal. This was surprising to staff and they looked more into culturally responsive learning. Showed that three mapr parts of the brain are involved in a learning situation that can be activated or deactivated depending on how a student is feeling. Seanning things, hippocampus gels shut down by the amyddal all someons is to learn working they seem that the safe state of the staff of the staff of the safe shall be supported by the safe shall be safe shall	Mass Department of Ed
		- We are working with Banksia, which is starting an				*Kids are not trying to be disrespectful or not leam, but they're dealing with a lot as teenagers and they need to be	
Is the professional development working?		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 present some approaches that organizations in			approached with understanding and curiosity	
Are you willing to spend more resources into it?			 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. 				
What resources do they need to reach beyond their boundaries?							

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
					* 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		
					* 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		
					-> then keeping the kids in school as much		
					as possible		
					* Watching kids learn		
How do you recruit teachers? Do you					how to manage their own regulation and		
look for any experience with					then be able to advocate for themselves		
traumainformed education?					was a really amazing and powerful thing		

Collective Impact:		
What is the agenda? trauma, disengagment, 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 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
What language did they use to describe it?		
What was the problem?		
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 approachesFrom Interview: 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 prevelance of traumatic experience and then they talk abt the neurobiology part in a school focused way (impace 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 stragegiest 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	 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	-Since TLPI is quite a small team (7 people), they break up their structure into people who actually go out to schools, attourneys 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 commitee 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
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 organziation has faced?	WTA	the law and order mindset in the US (possibily 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 - poeple 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 implemementing traumainformed training programs in the classroom?	FU	-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 studnets 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	 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 Organziations		
How do you recruit teachers and schools to work with?	WTA	- 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	-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 leanring resources and a online learning environement 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 programstarts 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 quantitiative 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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers?	FU	-follow up through books
How did you decide which methods to focus on?	FU	-follow up through books
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	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									
IR = Not Relevant VTA = Want To Ask									
U = Follow Up	CRI	Answers							
Collective Impact:		Goal: "Creating a community conversant in ACEs and Resilience, aiming to embed							
		these principles into action through its multiple partners, agencies, and organizations							
What is the agenda? trauma, disengagment, mental health, a mix?	ABW	CRI focuses on institutionalizing its community learning through trainings, teaching tools, and conferences."							
		Resources include presentations, phone consultations, and webinars.							
		Presentations cover 6 key elements:							
		The original ACE study Brain development Resilience models							
		Resilience models Strategies and tools for parents							
		Strategies and tools for parents Examples of community response to ACE study and resilience information 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 behavoral patterns when someone loses the love, respect, and safety they were born into							
		love, respect, and safety they were born into							
What approaches are they using? How comprehensive is it?	ABW								
	ADW	* Everything they do is based on solid science evidence based							
		* Dr. Hopkins and Dr. Cataelon - 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 misbehavors - 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							
What is the evidence base for their		"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							
approach	WTA	else can i do to help you							
		*Long term record of evaluation is something they do well ->Adjusting when they need to is key							
How do they report their evidence?	WTA	-> Recently published they're history							
How do they deliver professional development? How does it get into schools?	ARW	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 consulations, and webinars all have fees. However, I could not find anything about if they have government funding or any other grants							
Lessons Learned									
		* 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 bx in another doesn't rub you the wrong way							
		→ need to understand where -> Need to look at the natterns on the adult to look and make the change.							
		*The systems level — it gets more and more challenging to make these mindshift *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							
		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 you're biases are, but they 100% effect the other pol							
		* ROLES - if you can't recognize your own interior state, your not going to be effective							
What is the biggest challenge your organziation has faced?	WTA	-> When you are contributing to the assumption that they have to be like you, you aren't going to make it							
organization has raced?	WIA	*Need the worker bee engaged you also need the supervisor engaged you can'							
What advice would you give to others		t do this work if you're not going to be supported by your administration - it							
implemementing trauma-informed training programs in the classroom?	WTA	took 8 years to get a superintendent that understood the KISS framework and implemented throughout all levels							
Would you be interested in speaking									
with Banksia further? Structure of Programs for Teaching	WTA	she would love to come to our final presentation							
Organziations									
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	Refer to column 6							

Section Sect				129													
And the control of th	Can you explain any post-training assessment of the teachers and their		"Lincoin high school principal was sitting whe trailing to a neuroscientist when studen's fight or fight is activated they can tisten be they're in survival mode "Carth have a conversation when you're in survival mode. The would talk to them, he modeled that question "what going on that created that kind of reaction?" *Learning to model what the science tells you don't start locating when you place in fight or flight of science tells you don't start locating when you place in fight or flight of science tells you don't start locating when you have a find that the science tells you don't start locating when you have a find that the science tells you don't start locating when the school and the science tells you so that the science tells you have a science that the science is a character to the science in a character to the science when a character to the science in realization when the science is realization when the science is realization to the science of science of science of science of the science of s														
March Marc	work in the classroom?																
March Marc	learn? If so, how do you monitor it? Structure of Program for Schools/Teachers	WTA															
Company Comp	Would you discuss whether - and if so																
The state of the control of the cont	space, teaching students emotional	WTA															
Septiment Programmer Comment of the Comment of Comment			*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														
And the control of th		WTA	*Its not your ACE score, its your resilience score														
See	y or organizations		- Started with a challenge set by Dr. Rob Anda at a 2007 state conference of														
Application September 1999 September	Would you be willing to share the story		happen ¹ - Dr. Rob Ands had a morning seminar at Wanda Wanda County Community in 2008 - At the seminar one mother cordessed that she has all 10 ACE and realized that her chilathood was not her fault - The mother was Armet Bovert who now conducts work through Hope Heals which is an originatization that provides support to families in need - https://www.hopehealsyou.														
In the part of the control of the part of	Who was invovled? What were the intial goals and where di they come from?	ARW	 Many more were moved non-nearing about ACE Community Resilience Initiative wants to spread this awareness and educate organizations/schools on ACE 														
September 1	Organization Specific Questions																
for opting danted, ask if I can cord the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are the cord of the interview - no one is going are inter	How did you develop the framework?		did—it came from reflecting and learning from the past Scaffolded from 20 years of community engagement, community practice, community development Macro Levre - kids don't laran resilience out of a book, they learn it from important ppl Macro Levre - kids short I san resilience out of a book, they learn it from important ppl Hong vous live in your community will make or break a child being resilient - it's how you move through your domains in file 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 "Lincon 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 Signest callaging is changing the teacher's midded (come teachers get annoyed with one student even if another student does he same thing, its about what each person has experienced in their life, but on here to look patterns instead of going with your properties.														
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Summary: We dry you deep knywled in CRT? We are working with Banksia, which is starting an organization called NCESE (Northern Centre for Excellence in School Engagement) - NCESE is composed. Falls starting commands services. 15 primary schools, one secondary school, the Victorian Department of Education and Training - NCESE is composed. Falls starting commands services. 15 primary schools, one secondary school, the Victorian Department of Education and Training - Training comments. The starting of the training of the more disadvantages regions in Australia. - They are located in the Hume region of Australia, which is known to being one of the more disadvantages regions in Australia. - They are located in the Hume region of Australia, which is known to being one of the more disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one disadvantages regions in Australia. - They are located in the Hume region of Australia is one secondary schools. - They are located in the Hume region of Australia is one disadvantages regions in Australia.	Summary of project and offer to share the final deliverables if she is																
Northern Centre for Excellence in School Engagement Nortest is composed of Banksis Calentern Community Services, 15 primary schools, one secondary school, the Victorian Department of Education and Valves around the KISS framework Training - They are located in the Hume region of Australia, which is known to being one of the more disad/uratages regions in Australia - They are located in the Hume region of Australia, which is known to being one of the more disad/uratages regions in Australia - Planning on implementing a traumu-sensitive framework across all 16 schools by usid you develop the disast or and what is you target disable. - Planning on implementing a traumu-sensitive framework across all 16 schools by usid you develop to add those purpor Ard what is you target distince? - Our goal is to research some approaches that organizations in the US take and distince? - For the formal formal properties of the distinct of	interested.		- We are working with Banksia, which is starting an organization called NCESE														
seems like a lot of what you do volve around the NicsS framework we did you develop the NISS - They are located in the Hume region of Australia, which is known to being one of the more disadvantage; regions in Australia - They are located in the Hume region of Australia, which is known to being one of the more disadvantage; regions in Australia - They are located in the Hume region of Australia, which is known to being one of the more disadvantage; regions in Australia - Planning on implementing a trauma-sensitive framework across all 16 schools yould you develop to the Verbing ty railers' courses. - Planning on implementing a trauma-sensitive framework across all 16 schools yould you develop to add those unrea? And what is you target distince? - Pour goal is to research some approaches that organizations in the VES take and distince? - Pour goal is to research some approaches that organizations and grow together. - Every capacitations that we have too to and booked into addo to come for new tearne-sensitive - Three final deliverables: Final report, compedium of the organizations we interviewed and what we learned, and map of all the organizations looked into designations, one constalations and online	How did you get involved in CRI?		(Northern Centre for Excellence in School Engagement - NCESE is composed of Banksia Gardens Community Services, 15 primary														
use to support 8? It offers four online courses. Weret, they also for the "training" Planning on implementing a trauma-sensitive framework across all 16 schools Planning on implementing a trauma-sensitive framework across all 16 schools Planning on implementing a trauma-sensitive framework across all 16 schools Planning on implementing a trauma-sensitive framework across all 16 schools 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 Banksis so they can collaborate and grow together. Read of ord locked into also become for the "training" Three final deliverables: Final report, compedium of the organizations we interviewed and what we learned, and map of all the organizations looked into also not consultations, one consultations, one consultations and online	It seems like a lot of what you do revolves around the KISS framework		schools, one secondary school, the Victorian Department of Education and														
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Three final deliverables: Final report, compediations we interviewed and what we learned, and map of all the organizations looked into good consultations, concursulations, concursulations and confine concursulations and confine concursulations and confine concursulations and confine consultations.	However, they also offer the "training		- Planning on implementing a trauma-sensitive framework across all 16 selections														
Accade for new traums-sensitive See CRI do anything with advocacy as well as their contact information. Three final deliverables: Final report, compedium of the organizations we interviewed and what we learned, and map of all the organizations looked into as well as their contact information. see CRI do anything with advocacy as well as their contact information.	Why did you decide to add those course? And what is you target audience? A few organizations that we have talked to and looked into also		- Our goal is to research some approaches that organizations in the US take and														
see CRI do anything with advocacy interviewed and what we learned, and map of all the organizations looked into degislature as well as their contact information. see CRI do september of the organizations looked into degislature as well as their contact information.	advocate for new trauma-sensitive laws.		Three final deliverables: Final report, compedium of the organizations we														
one cunsulations and online	Does CRI do anything with advocacy and legislature? Overall CRI does presentations		interviewed and what we learned, and map of all the organizations looked into														
urses.	phone cunsulations and online courses.																

	15 min breakpoint			
With the schools that use your resources				
Do you keep track of their success and if so, how?				
Are there any trend that you have noticed that seperate the schools that are successful and the schools that arent?				
What are the biggest challenges when developing a trauma-sensitive environment?				
And do you have any advice to overcome these barriers?				
Have you worked with any schools or organizations in this field that you could potentially point us to?				
Lastly,				
Would you be interested in speaking with Banksia and even possibly networking with them in the future?				
If yes, mention the final presentation and how afterwards it will be used as a networking event				

		_							
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, disengagment, mental health, a mix?	ABW	they focus on the cycles of trauma and targeting that							
		talked abuot 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							
What language did they use to describe it?	NR	construct for how to think about things- remembering that is is the community and the system that is broken , rather than just the individual							
what language did siley use to describe it?	INIX	She was working at St Louis regional health commission, focused on helping to							
		reduce health dispatities- so she was working on trying to provide coverage for things insurance typically wouldn't cover in MI. She noticed that 75% of people							
What was the problem?	NR	neighborhoods contributing significantly to toxic stresslow income/differences in outcome for these communities)							
Trial was the problem:	1410	they focuse on the Missouri model, which defines itself as an oppoint 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.							
		trauma sensitive, trauma responsive, and trauma informed. For each stage, there's definitieion, processes, indicators, and resources to learn more, more info							
What approaches are they using? How	ARW	can be found here: https://dmh.mo.gov/media/pdf/missouri-model-developmental-							
comprehensive is it?	ABW	framework-trauma-informed-approaches 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							
What is the evidence base for their approach	WTA	program best. The missori model was developed by doctors in the mental health field who knew a lot about the science and wanted to bring it into classrooms							
7		They use several evaluation strategies- an organizational assessment from the							
How do they define the quality of evidence?	WTA	Missouri Model, the ARTIC, which is the only psychometrically valid survey for assessing where the staff is at are the major ones							
		Sounds like both- doctors took what they knew from the science and combined it							
Is there evidence theoretical or local level?	NR	with what was working in schools to figure out what would be best for everyone							
How do they report their evidence?	WTA	Some of it is published on their website, not sure if they also release reports 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							
How do they deliver professional		trainings are given to the whole staff, and then they have the schools form their own							
How do they deliver professional development? How does it get into schools?	FU	trauma-teams to direct the transition, but A&W always remains a support resource they can turn to for guidance							
How do they set the agenda and which parts		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							
do they concentrate on?	NR	you can't just tackle all 12 at once) and slowly work their way through them							
How do they educate new teachers?	NR	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							
now do sney addeds new seathers.		It requires a 'trauma-team' that is focused on helping the development and							
What is the infrastructure needed in		transisition 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							
schoolis?	WTA	buy-in and that it is critical that they are involved in the process.							
How do they get their funding and how do		they're an independant 501c3 organization (nonprofit), local funders include the Missouri Foundation for Health, St. Louis Mental Health Board, the Health Care							
they demonstrate to their funder that they		Foundation of Greater Kansas City and the REACH Health Care Foundation.							
are doing their job? Lessons Learned	FU	however, unclear how they demonstrate success to funders							
Lessons Learned		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							
		Now and what they be produced 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							
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	2 organizations that came together in 2017 to make a nonposit, trauma matters KC and site and verification there is no control to the control of the control											
Would you be willing to share the story of how the organization	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											
Would you be willing to share the story of how the organization came to be? Who was invovled? What were the initial goals and where di they come from?	ABW											
where drainey come nom?	AOVI											
						1	1					
					<u></u>	<u> </u>	<u> </u>		<u> </u>	<u> </u>		
*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.	Summary:											
How did you get involved with A&W												
	W 0 30 11 111 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1											
Banksia is in the process of developing their framework currently	We are working with Banksia, which is starting an organization called NCESE (Northern Centre for Excellence in School Engagement)											
have did you more decide on using the missouri model on												
how did you guys decide on using the missouri model as your primary framework/what led you to the missouri model/ were you involved in it's development	- NCESE is composed of Banksia Gardens Community Services 15											
were you arrowed at it's development	primary schools, one secondary school, the Victorian Department of											
https://saintfrancisministries.org/wpcontent/uploads/2019/04/MO-	Education and Training											
https://saintfrancisministries.org/wpcontent/uploads/2019/04/MO- ModelWorking-Document-february-2015.pdf- this talks a little more about the model and it's evidence base												
	 They are located in the Hume region of Australia, which is known to being one of the more disadvantages regions in Australia 											
Does A&W provide external resources or do you work with	- Planning on implementing a trauma-sensitive framework across all 16											
Does A&W provide external resources or do you work with schools directly? If so, what schools do you work with and how?	schools											
	- Our goal is to research some approaches that organizations in the US											
	take and possibly network them with Banksia so they can collaborate											
With the schools that use your resources	and grow together.											
Do you keep track of their success annd if so, what metrics do												
you use												
						1	1					
Are there any trend that you have noticed that seperate the schools that are successful and the schools that arent?												
and the state of t												
What are the biggest challenges when developing a trauma- sensitive environment?												
						1	1					
And do you have any advice to overcome these barriers?												
						1	1					
		1	1	1	l	1	1		1	1	1	

Have you worked with any schools or organizations in this field that you could potentially point us to?										
Would you be interested in speaking with Banksia and even possibly networking with them in the future? If yes, menon the final presentation and how afterwards it will be used as a networking event										
If yes, mention the final presentation and how afterwards it will be used as a networking event										

								34			
Would you be willing to share the story of how		She was a teacher working w re-engagement programs in her schools and was looking									
the organization came to be? Who was invovled? What were the intial goals and		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									
where di they come from?	ABW	and saw ProjectREAL and applied and got									
ABW = Answered By Website	ABW										
NP - Not Palement											
WTA = Want To Ask FU = Follow Up	Seral	Answers									
Collective Impact: What is the agenda? trauma, disengagment,											
mental health, a mix?	NR										
What language did they use to describe it? What was the problem?	NR NR										
That was the probability		* they follow the ARC framework and the neurosequential model and positive									
		* there are lots of routines and rhythems they stick to to create a predictable									
		envionment for kids * all there 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 inhow they do work or what activiety 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 practable (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 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									
how are trauma-sensitive approaches visible in your organization?	WTA	sometimes that's not in the best interest of the child> gives kids a bit of control, but they also have the predictability									
What is the evidence base for their approach How do they define the quality of evidence?	WTA NR	* ARC framework and neurosequential model and positive psychology									
Is there evidence theoretical or local level?	NR NR										
		* attendence 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									
		> stories to show success or progress, but they don't consider it a measure of success									
		-> case studies -> pre and post impact statements from parents, students, and schools super recently stuff but they went to do more of it.									
How do they report their evidence?	WTA	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									
How do they deliver professional		make sure they're measuring it in the best way possible									
development? How does it get into schools?	FU										
How do they set the agenda and which parts do they concentrate on?	NR										
How do they educate new teachers? What is the infrastructure needed in	NR										
What is the infrastructure needed in schoolis?	NR										
How do they get their funding and how do they demonstrate to their funder that they are doing their job?											
are doing their job? Lessons Learned	NR										
EUSSONS EURING		* the practical work is compatible * routines and rhythms and consistency easilty transferrred									
		* 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 									
		* 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									
		to treat them with unconditional positive regard they usually have strained relationships w parents of troubled children not having the resources to the 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 theoretically underpinnings need of read enough to have a complete mindshift									
		* this is new to schools which makes it hard and they schools need resources * trying to teacher and model trauma-sensive knowledge and practice and then have the school feel unsupported bor they feel like your on a different wavelength									
What is the biggest challenge your organization has faced?	WTA	have the school feel unsupported bc they feel like your on a different wavelength trying to coach teachers w/o upsetting the teachers									
What advice would you give to others implemenenting trauma-informed training											
programs in the classroom?	WTA										
Would you be interested in speaking with Banksia further?	NR										
Structure of Programs for Teaching Organizations											
		* 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									
		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 withe									
		 It doesn't happen as much as it should - they need to be more clear withe expectations some teachers come in more than others, but then need to set clearer 									
		expecations									
		* 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									
How do you recruit teachers and schools to	1151	the teacher style more> come in w a particular focus they can ask abt * they don't track what the teachers do w what they leam they are probably going									
work with? What kind of incentives or motivators drive	WIA	to try and do that more next year									
teachers to take the training programs?	WTA	* 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 ? How do you incentives/convince teachers to	ABW										
implement trauma-informed practices?	WTA										
Can you explain any post-training assessment of the teachers and their work in	1151										
the classroom? Do you monitor and see which teachers	WTA	* going to maybe start doing that									
actually implimeent 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 literacty, policy changes for students with trauma, teacher training,											
for students with trauma, teacher training, outside resouces, collaboration with parents/caretakers?	NR										
parents/caretakers? How did you decide which methods to focus											
on?	WTA										
History of Organizations											

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, disengagment, 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 schoolls?	
How do they get their funding and how do they demonstrate to their funder that they are doing their job?	* 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
Lessons Learned	
What is the biggest challenge your organziation has faced?- with respect to TIE (internally or externally)	*Funding is a huge challenge ->The grant isn't a lot of money, you' re not revvamping 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

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 implementing trauma-informed training programs in the classroom?	
Would you be interested in speaking with Banksia further?	

*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, selfreflect *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

Can you explain any post-training assessment of the teachers and their work in the classroom?

	*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 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?	

What do you look for in schools when trying to determine if they recieve a grant?	continua award gi ->They si plan *Compe ->Need si grant ->S a rubric ->Some purpose>Talkir saws?) r ->Racial in a way prepared >Withou ppl can p more ha >https://s edu/grar	tically eligible for ation grant if they got the rant the year before still need to apply and have a stitive grant to meet requirements of Score competitive grants on appl didn't understand the grant equity — we're talking abt it that made them seem to address it properly to understanding racial equity brovide things that are remful than good - www.doe.mass. hts/2021/335/s an example of the questions
What is the average monetary amount of the grants given	school o	to apply for \$10000 per or \$20000 per district given \$6500 - missed the
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?		

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 Collective Impact: What is the agenda/mission- what is it addressing trauma, disengagment, mental health, a mix? 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 WTA Lincoln High School (Walla Walla, WA) Student discipline was a huge problem they wanted to fix it * It was all about the commitment of the staff to build success WTA they had a huge decrease in disciplinary rates from interview: He knocked suspensions way down
What is the agenda/mission- what is it addressing trauma, disengagment, mental health, a mix? 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 WTA * It was all about the commitment of the staff to build success WTA they had a huge decrease in disciplinary rates from interview: He knocked suspensions way down
addressing trauma, disengagment, mental health, a mix? 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 * It was all about the commitment of the staff to build success WTA * It was all about the commitment of the staff to build success WTA * It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success # It was all about the commitment of the staff to build success of the staff to build success of the staff to build success of t
your organization? What approaches are they using? How did you decide? What is the evidence base for their approach WTA * It was all about the commitment of the staff to build success WTA they had a huge decrease in disciplinary rates from interview: He knocked suspensions way down
base for their approach WTA they had a huge decrease in disciplinary rates from interview: He knocked suspensions way down
disciplinary rates from interview: He knocked suspensions way dowr
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 How do they report their evidence? FU 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 schoolls?
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 itapologfize 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 submittign the behavior referral that it was partly the teachers fault for pushing them, and would want to change the consequence to just talking t o 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

What advice would you give to others implemementing trauma-informed training programs in the classroom? Would you be interested in speaking with Banksia further? Structure of Programs for Teaching Organziations	WTA WTA	find out that there's someone they're meant to be, rather than just being someone defined by their trauma
		*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 theirselves *If we're going to punish kids, we're creating a 'me against you' -> Punishement (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

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	* 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 infrractions and reasons -> Fights went down 75% that year -> Despite being an alternative high school, grad rates and test scores went above the state average
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 literacty, policy changes for students with trauma, teacher training, outside resouces, collaboraton with parents/caretakers? How did you decide which methods to focus	WTA	* All teachers understood 'the power of one'- one caring adult relationship - > For kids that come from trauma, just one caring adult can change their ppath 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"
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? Organization Specific Questions		* 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 cof 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 hardhe 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?	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	

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?

- * 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 concernthe 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

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?	* 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 * 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 * Watching kids learn how to manage their own regulation and then be able to advocate for themselves was a really amazing and powerful thing

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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 what seemed to be most effective?

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, disengagment, 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?

	_	T	T		ı	T
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 incoportate?	>	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 schoolls?						
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 organziation 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 magage student interactions, teacher interactions, things the teacher is dealing with outsdide, 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 implemementing trauma-informed training programs in the classroom?			 			

Would you be interested in speaking with Banksia further?			i i	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?	trauma w mclain's, 'recharge their batt ->"Teaching at its k job' *The director of very invested and the knowledgable, so see it in practice are something they wanthe director is very them try it in practice ->But not sure how departments -> Only 2 half days combination with set trainings (PLT where the currently have mcleans -> Trainings around care and trainings; and support studer	brief presentation of teaching kids how to teries' pase is a relational of her department is therefore is very she's been able to ad if there's in to learn in theory invested in letting the partners of PD every year in the other short that that) we a partnership with the deachers and self around how to care and self around how to care and self are well adjusted tome sort of trauma			
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?	and it depends on and etc	on system for teachers who you evaluator is ething that evaluators			

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?				
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?				

	*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	
What are the key elements of professional	*So PD hasn't really been trauma	
development that will impact how the	training but realizing that brains under	
teachers interact? What specifically in	threat can't learn, and get better at	
professional development helps teachers	recognizing when a kid is in a state of	
better interact with the students?	threat and how to deescalate	

	*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 discipline	S		
	*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			
Is the professional development working?	curiosity			
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				

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 twiones@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