

# 59<sup>th</sup> Annual Cooperative Conference for School Administrators



August 5, 2020

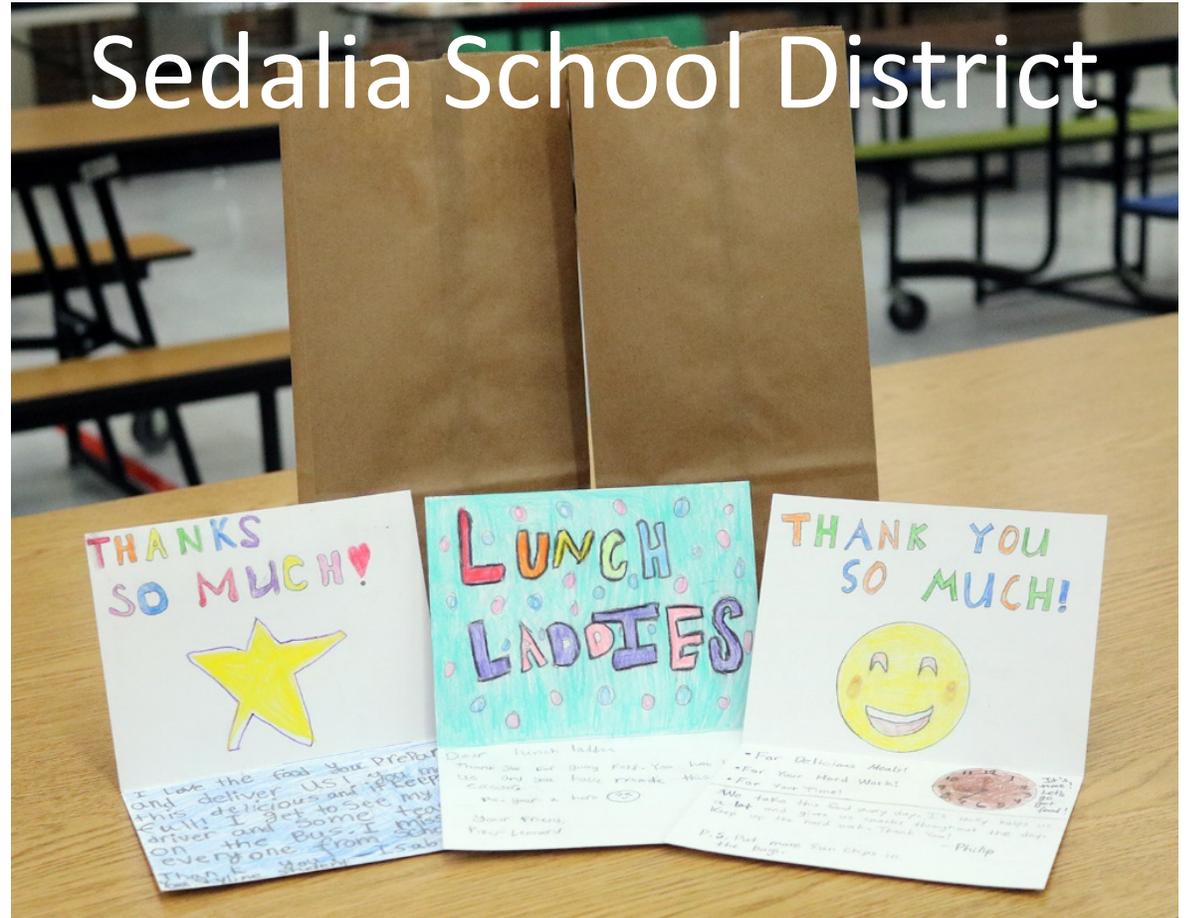
Email questions to  
[Communications@dese.mo.gov](mailto:Communications@dese.mo.gov)



# Bright Spots During COVID-19



## Sedalia School District



Sedalia teachers Mr. & Mrs. Young gave various character costumes, which their son had outgrown, to a young boy on their meal route. District students also shared their appreciation by sending thank-you notes back to faculty & staff.

*Office of College & Career Readiness &  
Alive & Well Communities*



# Social-Emotional Health & Resources

**August 5, 2020**

Email questions to  
[Communications@dese.mo.gov](mailto:Communications@dese.mo.gov)



# ACTIVE & WELL COMMUNITIES



**Alive and Well Communities**  
communities to *heal*.

activates

**We do this together by:**

- **Elevating community wisdom**, centering those who have experienced trauma as leaders of the work.
- **Disrupting systemic oppression** and responding to the impact of historical trauma.
- **Acting with urgency**, not waiting for another day or generation.
- **Leading innovative solutions** based on the science of trauma, toxic stress and resiliency.



# The Missouri Model for Trauma-Informed Schools

The Missouri Model provides guidance at the highest level for organizations within every sector on how to become trauma informed. This document is meant to translate the Missouri Model guidance into language and processes to support schools interested in beginning the journey to become trauma informed.



# Why prioritize an Equitable Response to Social-Emotional Needs?

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- This year, educators will be asked to do the *hardest* job they have ever done. If we want our students to do well, we **must** support our teachers, administrators, and support staff.
- The needs for support won't end on August 24<sup>th</sup> - We need a way to continue to support the emerging needs of educators across the state.
- The time is now for schools to commit to their trauma-informed journey. We are here to help.



# Shifting Our Lens

What stories do we tell ourselves to explain behavior?

# Understanding Trauma

+Working definition - SAMHSA, Trauma and Justice

## Event

Actual experience or threat of physical or psychological harm OR the lack/ withholding/control of material or relational resources crucial to health and development. Can be a single event or repeated events.

## Experience

How someone assigns meaning to the event, which depends on the perception of the individual.

## Effects

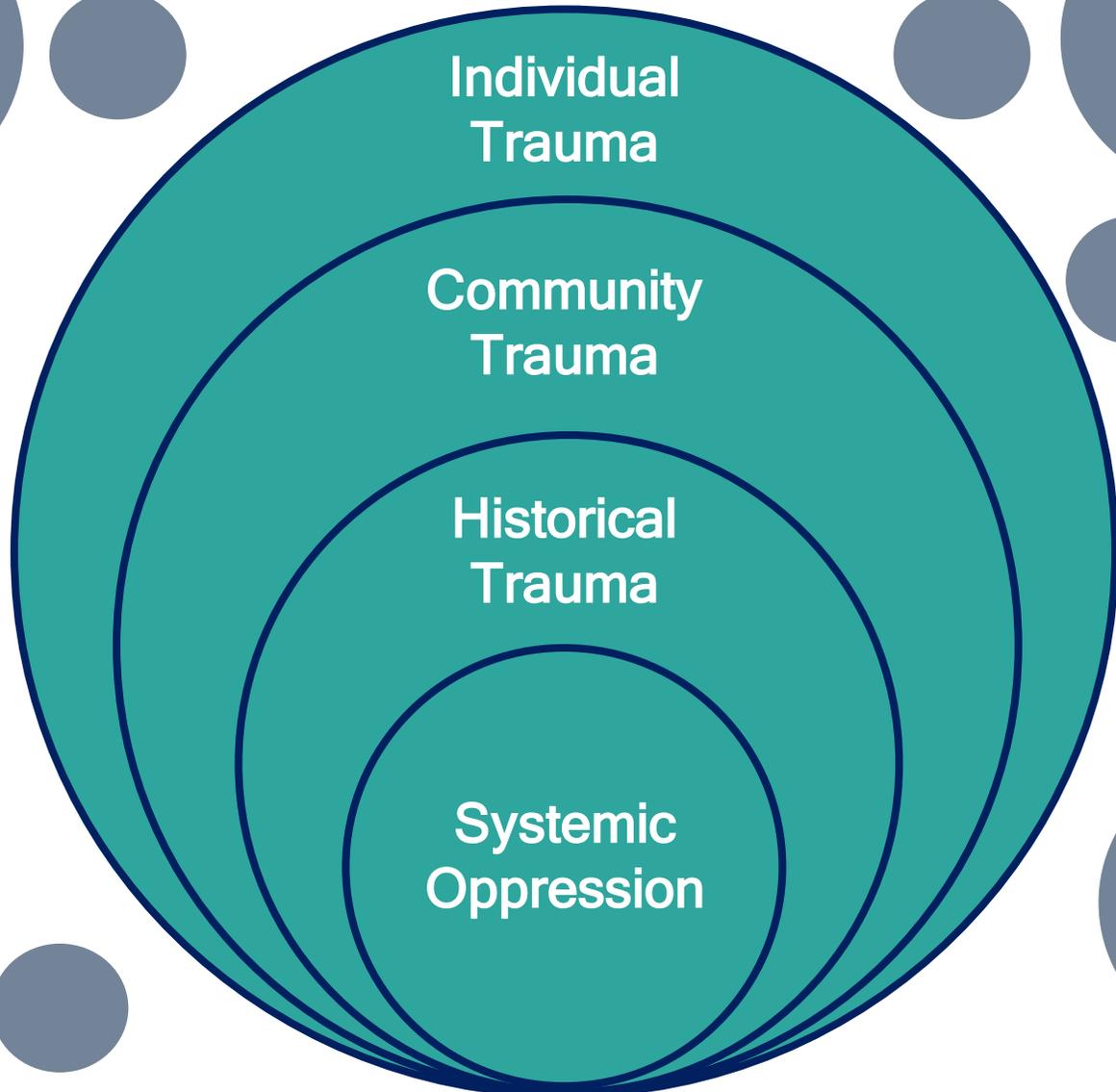
Results of the person's experience of the event. This can include neurological, physical, emotional, and cognitive effects

# COVID-19

## is a community trauma.

- A combination of experiences that negatively impact a community
- An event that impacts a few people but has structural and social consequences

# Layers of Trauma



Poverty

Racism

Gender Inequity

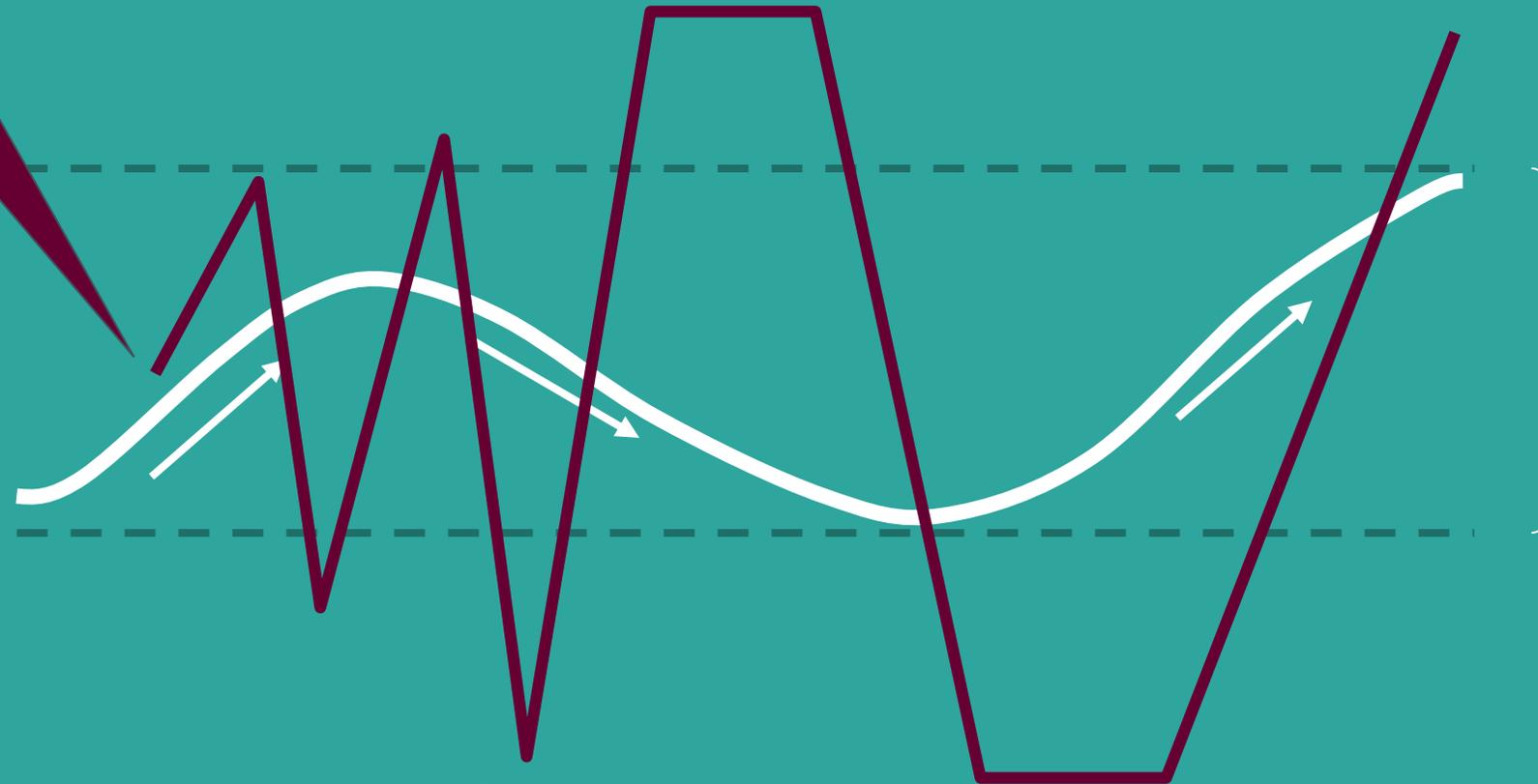
Lack of Access

Violence

Xenophobia

Activating  
Event

Hyper-arousal  
“Acting Out”



Regulated Range  
Window of Tolerance

Hypo-arousal  
“Shutting Down”

# Changing the Question

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To become alive and well, we need to  
change the question from:

What's *wrong* with you?

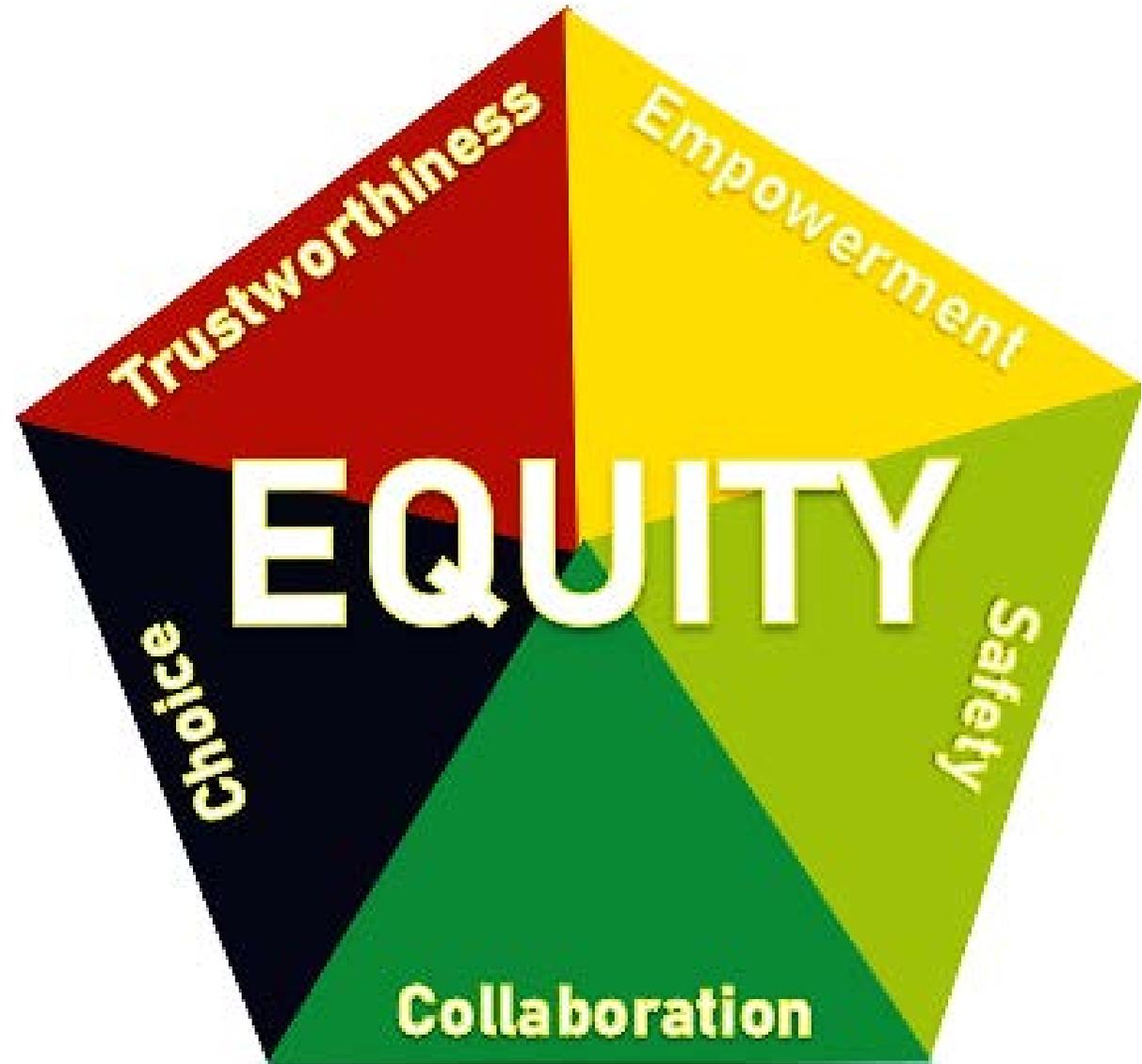


What *happened* to you?

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# The Core Principles

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# The Stages of the Missouri Model

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Trauma Aware

Trauma Responsive



Trauma Sensitive

Trauma Informed

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## DESE to Invest in Advancing Trauma-Informed Schools: Building an Equitable Response to Social-Emotional Needs

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- Provide all Missouri districts the **opportunity to build capacity** for advancing in becoming trauma-informed
- Give all Missouri districts **access to tools and supports** to meet the immediate social-emotional needs of students and staff **amplified as a result of COVID-19**
- Build solutions and responses **based on the needs identified** by Missouri educators, students and families

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# First Day Response

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- **Guidance document by August 19, 2020**, about how to care for the social and emotional well-being of returning staff and students
- **A 30-minute recorded training available by August 20, 2020**, for any educator to review explaining the guidance document
- **A 2-hour live training on August 21, 2020**, for educators to discuss the guidance and explore their questions and concerns

# What could this look like in your district?

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**Guidance document shared in a back-to-school email to educators and building leaders**

**Educators independently review the recorded training and discuss during school preparation time.**

**A building leader and a few additional staff attend the live session where they ask questions submitted by their peers.**



## Monthly Virtual Learning Opportunities

### Potential Topics:

- Navigating Potential Difficult Virtual Disclosures
- Behavior Management During Distance Learning
- Equity and COVID-19
- Maximizing Student Leadership
- Responding to Grief
- Interpersonal Violence
- Working with Families

# What could this look like in your district?

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Staff members are sent the virtual recording and offered time to discuss at a staff meeting.

Available staff attend the live session to ask questions submitted by their teams

Staff receive the accompanying guidance document and are asked by their administrators to create a plan.

Families and students receive information on similar topics, but adjusted for the audience through social media, mass communication, and other tools.

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# Crisis Plan Development and Roll Out

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- Developing a statewide guidance document on school crisis plans through the trauma-informed lens
- Considerations of best practices for both in-person and virtual learning environments
- Roll-out trainings across the state to train on the tool and help educators start to revise or improve existing crisis plans

# What could this look like in your district?

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**District administrators and student support service staff review new guidance document**

**An administrator and team of school counselors and social workers attend a rollout training**

**The district develops a new or revises a previous crisis plan document and creates a plan to educate all staff on appropriate protocols.**



## Learning Opportunities across the STATE

- Half-day training on Trauma Awareness and the Missouri Model for Trauma-Informed Schools and planning opportunities across the state with follow up support available for interested districts
- Participating districts will develop a plan for becoming trauma informed based on the Missouri Model for Trauma-Informed Schools

# What could this look like in your district?

A team of 5 from each building attends the half day session.

That team creates an action plan that is shared with the full staff.



### Trauma-Informed Action Plan

School/District: \_\_\_\_\_

Date: \_\_\_\_\_

Top 3 Indicators:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

For 2 indicators, where do you fit today:

Indicator: \_\_\_\_\_  
 Stage Today: \_\_\_\_\_

Indicator: \_\_\_\_\_  
 Stage Today: \_\_\_\_\_

**+** For 1 indicator, identify and plan for two activities that could help move you forward in the continuum.

WHAT	WHY	WHO	WHEN	Help/Resources Needed	Notes
What are you trying to do?	Which indicator does this connect to and why is it important to you?	Who is responsible for getting this done?	What is the timeline for completion?		



# Trauma-Informed Leadership Development Program

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- Leader training on organizational change, effective supervision, and emerging best practices and promising approaches for trauma-informed work
- Peer facilitation for leaders to share knowledge, support one another and problem solve together
- Individualized coaching and support for leaders

# What could this look like in your district?

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**Collaborative support for new building leaders seeking to advance trauma-informed work.**

**An opportunity for learning and connection for district leaders who want to know their role in changing school culture.**

**Individualized leader coaching on how they can best support their staff and students through ongoing stress and trauma.**

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## Social Emotional Crisis Response Taskforce: Educators, Families + Youth

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- Develop guidance and share best practices to support social and emotional needs of students and staff during the health and economic recovery from COVID-19
- Develop a system for tracking data that evaluates social, emotional and mental health needs to deploy resources to those most impacted
- Identify unmet needs for supporting students, staff and families
- Develop long-term recommendations to meet the social, emotional and mental health needs of Missouri students

# Changing the Question

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What's *wrong* with you?



What *happened* to you?

# Questions & Answers

Send live webinar questions to:  
[Communications@dese.mo.gov](mailto:Communications@dese.mo.gov)

Alive & Well Contact Information:

[www.awcommunities.org](http://www.awcommunities.org)

[jbrinkmann@awcommunities.org](mailto:jbrinkmann@awcommunities.org)

[eluft@awcommunities.org](mailto:eluft@awcommunities.org)

More resources: [MOTraumaSchools.com](http://MOTraumaSchools.com)

# Conference Line-Up

- **Thursday 8/6: School Finance**
- **Friday 8/7: Distance Learning Strategies & Commissioner's Closing Remarks**