WORKING THROUGH A TRAUMA INFORMED LENS

SCHOOL BASED DIVERSION
RESTORATIVE PRACTICES
TRAUMA SENSITIVE SCHOOLS

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SCHENECTADY CITY SCHOOL DISTRICT
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WHAT IS SCHOOL BASED DIVERSION?

- Alternative Pathway
- Therapeutic Approach
- Reduces Suspension-Abeyance
- Identifies Root Cause of Behavior
- Evidence Based Interventions
- Treatment Planning
- Repairs Harm
HOW DOES IT WORK?

- Incident Occurs
- Reviewed with Psychologist
- PPS staff offers pathway to family
- Parent Consent Obtained
- Tutoring Established
- Manifestation Determination Mtg. (SWD)
DIAGNOSTIC

- Massachusetts Adolescent Youth Screening Instrument
- Youth Assessment & Screening Instrument
- MAYSI Flag indicates need for Clinical Assessment
- Community Provider Partnerships
- Root Cause
ERT
EMERGENCY RESPONSE TEAM

- Family
- Student
- Principal
- Social Worker/Counselor
- Parent Advocate
- PPS Administrator
CASE PLANNING
USE OF SERVICE MATRIX

Evidence Based Interventions

- ART (Aggression Replacement Training)
- DBT (Dialectical Behavioral Therapy)
- FFT (Family Functional Therapy)
- Strengthening Families
- Restorative Practices
- Substance Abuse Treatment
- T4C (Thinking for Change)
- Trauma Focused Cognitive Behavioral Therapy
FOLLOW UP ERT

- Repair Harm
- Other Possible Interventions
  - Mentoring
  - JCAB (Juvenile Community Accountability Board)
  - SPOA (Single Point of Access)
  - ICMP/ISP-B (Behavior/Crisis Plans)
  - Check & Connect
- Treatment Progress
- Abeyance
- Return to school
OUTCOMES (YEAR 1)

(295 INCIDENTS REFERRED TO SUPERINTENDENT'S HEARING 2016-2017)

Parent & Student Choice of Diversion or Superintendent's Hearing

- DIVERSION: 52%
- SUPERINTENDENT'S HEARING: 48%
BREAKDOWN OF 295 INCIDENTS BY GRADE

Number of Students Receiving a Superintendent’s Hearing by Grade Level

- 2nd: 2
- 3rd: 5
- 4th: 4
- 5th: 2
- 6th: 52
- 7th: 53
- 8th: 85
- 9th: 43
- 10th: 17
- 11th: 24
- 12th: 9
BREAKDOWN OF 295 INCIDENTS BY RACE

Superintendent's Hearings by Student Race

- **Black**: 69.4%
- **Asian**: 3.7%
- **Hispanic**: 8.8%
- **Multi-racial**: 0.7%
- **White**: 17.5%
SEPTEMBER 2017 COMPARED TO LAST YEAR...

### Hearings/Diversion September 16/17 and 17/18 Comparison

<table>
<thead>
<tr>
<th></th>
<th>Sept. 2015-17</th>
<th>Sept. 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Hearing Requests</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Number of Students who Chose Diversion</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

Legend:
- **Blue**: Number of Hearing Requests
- **Orange**: Number of Students who Chose Diversion
MAYSI RESULTS

Of the 124 students who were assessed using the MAYSI screening:

75 (60.48%) “Flagged” on the MAYSI

49 (39.52%) Did Not “Flag” and were administered the YASI
There were 141 students who participated in Diversion last year. There were 78 students who completed their evidence based interventions & 63 who did not.
## COMPARISON HEARING VS. DIVERSION

<table>
<thead>
<tr>
<th>Problem</th>
<th>Alternative</th>
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</thead>
<tbody>
<tr>
<td>• A Superintendent’s Hearing was a successful remedy for serious behavior acts, for 86% of the students. (They did not have another hearing)</td>
<td>• Diversion was a successful remedy for serious behavior acts, for 95% of the students. (They did not have another Hearing or Diversion)</td>
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<tr>
<td>• A Superintendent’s Hearing was a successful remedy for all suspendable behavior for 35% of the students. (They returned and were not suspended again)</td>
<td>• Diversion was a successful remedy for all suspendable behavior for 53% of the students. (They returned and were not suspended again)</td>
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EVIDENCE BASED INTERVENTIONS

RESTORATIVE PRACTICES

• Relationships are central to building community
• Addresses misbehavior and harm in a way that:
  • Strengthens relationships
  • Focuses on harm done rather than only on rule breaking
  • Gives voice to the person harmed
  • Engages in collaborative problem-solving
  • Empowers change and growth
  • Enhances responsibility

## PARADIGM SHIFT

<table>
<thead>
<tr>
<th>Punitive</th>
<th>Restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and rules violated</td>
<td>People and relationships violated</td>
</tr>
<tr>
<td>Justice focuses on establishing guilt</td>
<td>Justices identifies needs and obligations</td>
</tr>
<tr>
<td>Accountability = punishment</td>
<td>Accountability=understanding impact, repairing harm</td>
</tr>
<tr>
<td>Justice directed at offender, victim ignored</td>
<td>Offender, victim and school all have direct roles in justice process</td>
</tr>
<tr>
<td>Rules and intent outweigh whether outcome is positive/negative</td>
<td>Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes</td>
</tr>
<tr>
<td>No opportunity for remorse or amends</td>
<td>Opportunity given for amends and expression of remorse.</td>
</tr>
</tbody>
</table>
CONTINUUM OF RESTORATIVE PRACTICES
RESTORATIVE PRACTICE

Mission Statement:
The Sacramental Jr. School is committed to restorative practices that promote healing and growth through community building. We believe in fostering an environment where students and staff can find their voice, build meaningful relationships, and transform their personal and social lives.

Monday: Community Circle - Improve Class Environment
Tuesday: Girls "Real Talk" Circle
Wednesday: Music Circle - Restoration through music
Thursday: Boys "Real Talk" Circle
Friday: Classroom Circles - Improve Class Environment

PROFESSIONAL DEVELOPMENT FOR STAFF & STUDENTS
16/17 and 17/18 SHS (September) Discipline Comparison

- Incident Count:
  - 2016-17: 665
  - 2017-18: 381

- Participant Count:
  - 2016-17: 1134
  - 2017-18: 653
COMMUNITY CIRCLES
CHILDHOOD TRAUMA

- Traumatic experiences that occur to children age birth-6
- Violence (physical, sexual abuse, or domestic violence)
- Natural disaster, accidents, or war
- Poverty
- Lack of resources or health care
ACE’S
ADVERSE CHILDHOOD EXPERIENCES

• Brain Science
• Chronic Stress
• Flight, Fight or Freeze
• See the world as a place of constant danger
• Emotional Dysregulation
Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan
TSS REQUIRES US TO SHIFT OUR THINKING

THE PARADIGM SHIFT

what’s wrong with you?

what happened to you?
A TRAUMA SENSITIVE SCHOOL IS...

“A safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being.”

Traumasensitiveschools.org
CORE TEAM

• 15 members (Administrators, Teachers, & PPS)
• Trauma Informed Schools Conference June 2017
• ACE’S Symposium May 2017
• Leaders of Monthly Implementation Team Meetings
TSS SUMMER INSTITUTE

- 50 Implementation Teacher Leaders
- 50 Administrators
- 3 day kick off
- Learning and collaboration

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TSS LEARNING & COLLABORATION
CREATING A SELF CARE PLAN
AVOIDING COMPASSION FATIGUE
TSS BUILDING PLANS INCLUDE

- Mindfulness
- Yoga
- Sensory Rooms
- Self Care Planning
- Calm Spaces
- Professional Development
- Parent & Community Engagement Events
- Book Studies
BUILDING LEVEL IMPLEMENTATION TEAMS

- Book Studies “Help for Billy” by Heather Forbes
- Building TSS Plan
- Monthly Meeting with Core Team Members
- TSS Champions
THE WORK AHEAD…

- Core Team facilitates monthly TSS meetings with Implementation Team Leaders
- Team Leaders turn key train Building Implementation Teams
- All staff to read and engage in book studies on “Help for Billy” by Heather Forbes
- Continued development & implementation of TSS Building Plans
- Offer Professional Development throughout the year on TSS topics
- Increase number of Sensory rooms/Calm spaces
• Hold family & community engagement events to educate on TSS strategies
• Plan 2018 Trauma Sensitive Schools Institute (to include family/community strand)
• Train more staff in evidence based interventions, such as Restorative Practices, & Aggression Replacement Therapy
• Expected Outcomes:
  • Decrease in number of Discipline Referrals & Superintendent Hearings
  • Improve Student Attendance
  • Improve Academic Achievement
  • Improve School Climate & Culture
QUESTIONS?