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| **Deconstructing Trauma Milestone Guide** |
| **Leadership Action Steps**  |
| **Milestone** | **1- Preparing** | **2- Starting**  | **3-Applying** | **4- Improving** | **Key Dates** | **Notes** |
| **1. Operate from a resilient, strength-based perspective. Support a shift from thinking “What is wrong with students?” to, “What happened to students?” for you and your school community.** | a. Leadership understands the importance of developing their own practice of interacting with students, families, and staff from a strength-based perspective - Use readings in the toolkit  b. Watching eLearning module; "[Overcoming ACE's in Alaska Schools](https://education.alaska.gov/elearning/overcoming_aces)" and familiarize yourself with administrative leadership and school board knowledge on strengths based perspectives. | c. Leadership has reflected on and identified their own skills and gaps around strength-based interactionsd. Leadership is aware of the school's and communities’ assumptions about behaviors and response to them  | e. Seek out professional development opportunities for staff about trauma's impacts and strength-based approaches. (Open up these professional development opportunities to families and learn together). f. Set up a safe process to reflect with peers on ongoing practice with the intention of changing the paradigm.g. Administrators integrate and utilize strengths-based approach with staff. | h. Schedule time/opportunity for school staff who have viewed eLearning modules to reflect about how content presented relates in your classroom/school |  |  |
| **2. Understand the history of the community and its current relationship with their school. Focus on the challenges, strengths, and opportunities for improving the relationship.** | a. Reflect on what you know about the community's history with the schools.b. Find local sources of wisdom and knowledge to help guide you. | c. Review Toolkit items related to cultural and historical reflections on school community relationships. e.g., Core Cultural Values | d. Seek professional development about implicit bias and how it may be impacting work. Implementing climate and connectedness surveys (if not already done) to keep a pulse on what is happening in the schools. | e. There is open and humble discussions about how the school/community have and are interacting. These should be ongoing |  |  |
| **3. Review and discuss brain science and research together as a staff. Develop and promote common language and understanding for the school environment.** | a. Begin researching frameworks/models that may be appropriate for sustaining trauma-engaged learning/teaching such as the [Transforming Schools Toolkit](https://education.alaska.gov/apps/traumawebtoolkit/landing.html).b. Developing self-awareness around trauma-related language used in the school environment.  | c. Read and reflect on the [Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska](https://aasb.org/stronger-together-family-school-partnership-resources/) Introduction and Chapter 1 with staff (a book club approach may be used) d. Begin researching practices that may be locally appropriate for sustaining trauma-engaged learning and teaching e.g. [A Practitioner’s Guide to Educating Traumatized Children](https://educationnorthwest.org/sites/default/files/resources/educating-traumatized-children.pdf)  | e. Implement a school-wide (district-wide) curriculum that employs common language about emotions and responses to stressors. | f. Most students, staff, families and community members have the skills to respond to strong emotions and schools utilize review surveys and/or evaluations to gauge improvement.  |  |  |
| **4. Create space for conversations about how trauma and resilience manifest in the school community. Involve families in brain development research, training, supports, and resource creation.** | a. Reflect on the relationships you have with families in your school community. b. Is there trust and mutual support? c. Explore AASB's [Family Engagement Framework](https://aasb.org/stronger-together-family-school-partnership-resources/) | d. Develop a plan to reach out to families and strengthen the connection with the schoole. Develop a plan to embed regularly scheduled times for staff to engage in self-care practices.  | f. Offer joint family and staff training on brain development and other learning opportunities to foster understanding and partnership. | g. There is an ongoing reflection of these topics happening in formal and informal settings. |  |  |
| **5. Review your school’s current discipline policies and practices with staff and families. Consider whether these practices promote resiliency and contribute to positive relationships, improved self-regulation, and support lifelong learning.** | a. What does the data show about your discipline policies. For example: Why are students suspended? b. What alternative methods of addressing behavior in school that don’t get in the way of learning? | c. Reflect on the policies through the lens of trauma, resilience and community as an individual and with the leadership team. | d. Gathering internal and external (community) resources to respond to discipline issues with opportunities to learn rather than punish.  e. Develop the systems to employ these resources. Keep high expectations for behavior | f. Fewer resources are going toward out of class-time solutions to discipline.  g. Relationships are the main focus of working with each other across the school community. |  |  |
| **Staff Action Steps** |
| **Milestone** | **1- Preparing** | **2- Starting**  | **3-Applying** | **4- Improving** | **Key Dates** | **Notes** |
| **1. Understand that self-care is critical to be able to serve students effectively. Reflect on your own self-care practices and take part in activities that promote your well-being.** | a. Staff begin to recognize their own patterns/habits around self and community care | b. Staff recognize their own strengths and weaknesses and how practice for self-care can be improved. c. Staff plan to engage intentionally in activities that promote their well-being. | d. Staff create a plan for self-care reflecting upon [8 domains of wellnes](https://shcs.ucdavis.edu/health-and-wellness/eight-dimensions-wellness)s: occupational, emotional, spiritual, environmental, financial, physical, societal, and intellectual in order to optimize well-being. e. Staff take the DEED "[Self Care of Educators](https://education.alaska.gov/elearning/self-care)" eLearning courses which provide core self-care strategies and health-enhancing information | f. Staff integrate/execute plan for self-care by keeping simple record of meeting their own needs in order to optimize wellness. g. Staff have scheduled opportunities to reflect with one another about impact of integrating plan of self-care with colleagues as community building exercise. |  |  |
| **2.** **Operate from a resilient, strength-based perspective by supporting a shift from thinking, What is wrong with students?” to “What happened to students?”** | a. Staff begin thinking about recognizing/reflecting on interactions with students that center resilience and strengths. | b. Staff reflect on their own and colleagues' behavior and approaches when working with the same groups of students and develop goals for collective improvement. c. Staff demonstrate willingness to shift toward strengths-based, trauma informed questions when in conversation with students. | d. Staff integrate circle work for intentional community building to mutualize and maximize positive affect. e. Staff receive training on [Understanding Trauma: Learning Brain vs the Survival Brain](https://developingchild.harvard.edu/science/key-concepts/resilience/) f. Staff take '[Emotional Intelligence](https://education.alaska.gov/elearning/emotional-intelligence)" eLearning Course through DEED | g. School community provides and promotes expanded in-depth training on building resilience among students and staff. h. Administrators integrate and utilize strengths-based approach with staff. i. The school community is familiar with and uses strengths-based language. j. School community reports that students, staff, colleagues, and administrators build on strengths. |  |  |
| **3. Enhance your understanding of how trauma impacts learning and well-being. Integrate education about best practices around the science of learning (brain biology) into daily classroom activities.** | a. Staff members acknowledge the significance of trauma in their own and their students, families, and communities’ lives. b. Staff develop curiosity around how traumatic experiences impact brain growth. | c. There is a common understanding among staff that student learning and well-being is impeded by trauma. d. Staff show an interest in increasing their knowledge around the science of learning. | e. Staff view Dr. Dan Siegel's "[Hand Model of the Brain](https://www.bing.com/videos/search?q=Hand+Model+of+the+Brain&&view=detail&mid=8129F21890F35959EB1E8129F21890F35959EB1E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DHand%2BModel%2Bof%2Bthe%2BBrain%26FORM%3DHDRSC3)" to better understand the body's stress response system. f. Staff take DEED's [Self-Regulation](https://education.alaska.gov/elearning/self-regulation) micro course to build emotional regulation skills and to teach students to do the same. | g. Staff view [Alaska Development Network's Trauma-Engaged Schools webinars](https://asdn.org/recorded-webinars/) to expand knowledge on preventing compassion fatigue, building resilience through strengths-based practice, understanding Adverse Childhood Experiences. h. Staff attend Professional Development / Continuing Education opportunities to keep up to date on best=practice / science on trauma's impact on student learning. |  |  |
| **4. Reflect on whether your own interactions with students and families are trauma-engaged and strength-based and seek ways to learn and improve.** | a. Staff develop heightened awareness of the impact of their interactions with students and families.b. Staff members nurture their sense of curiosity around how trauma may be impacting their students and families. | c. Staff recognize and convey an understanding of the importance of improving their abilities to operate from a strengths-based perspective. d. Staff work collaboratively to identify specific areas for improvement in their trauma-informed approach to students and families. | e. Staff discuss "[Trauma-Informed Starts with You'](https://www.bing.com/videos/search?q=trauma-informed+starts+with+you%27&docid=608055807448266518&mid=754850D19D74936D1952754850D19D74936D1952&view=detail&FORM=VIRE) & discuss what it takes to become fully trauma-informed. | f. Staff watch "[The Nurturance of Being Known](https://www.bing.com/videos/search?q=the+nurturance+of+being+known&docid=608043360632383651&mid=5414B75B0B483C6218105414B75B0B483C621810&view=detail&FORM=VIRE)" and actively communicate about the ways in which their school climate can be improved to help students feel known in order to overcome trauma. g. The school has integrated/embedded a period of reflection for improving school-wide strengths-based approach in regular staff meetings.  |  |  |
| **5. Identify trauma-engaged supports and resources available to students. Consider how they may be implemented and adapted for the classroom.** | a. Staff begin to recognize the need for improved knowledge of trauma-engaged resources and supports for students.b. Staff consider how their current knowledge on resources and supports for students may be applicable in their classrooms. | c. Staff communicate a desire for expanded knowledge of trauma-engaged supports and resources available to students. d. Staff begin utilizing and recommending trauma-engaged supports and resources they hadn't previously used or recommended to students. | e. Staff actively organize and contribute to a shared, living master list of trauma-engaged resources and supports in their communities. f. Staff complete DEED's "[Mind-Body Connection](https://education.alaska.gov/elearning/mind-body-connections)" eLearning module to learn non-academic mindfulness tools and techniques for students. | g. Staff regularly brainstorm, network, and solicit professional guidance on new resources related to trauma-engaged student supports. h. Staff access the [National Child Traumatic Stress Network](https://www.nctsn.org/) for updated guidance on responding to specific needs of traumatized children. |  |  |