

## Trauma Informed- Beginning Systems Change



### **Description of Training:**

This training is modeled after the Breakthrough Series Collaborative Methodology in which teams of people learn what child traumatic stress is and how its impact on children interferes with students' ability to function academically and socially/emotionally in a school environment. Teams will practice seeing baffling behaviors as symptoms of traumatic exposure, engage in action periods to test out alternative ways to respond to those behaviors at all three PBIS tiers, and then share strategies & lessons learned in role specific (affinity) groups to ensure cross district/building peer based learning. In addition, community partners creating trauma informed systems of care will also participate in the training to create collaborative partnerships to best serve students. This comprehensive training provides 18 hours of instruction as well as implementation informed action periods between sessions.

### **Learning Objectives**

- Understand what child traumatic exposure is, the impact this has on child behavior, the implications for educational strategies and the opportunities for schools to support students not by doing more, but providing tiered interventions in a more targeted manner.
- Recognize & inventory all trauma informed practices currently happening in the building, (who is doing what & how can breaking down the silos allow synergy) identify champions & allies.
- Learn various trauma informed concept and strategies that can be used with all, some or few students based on needs.
- Understand some of the basics of implementation and systems change:
  - Identify themselves as champions of systems change
  - Identify need to develop allies
  - Engage systems drivers (internal and external)
- Engage (PDSA process) problem solving process in plan development to use knowledge in their buildings and build on successes while learning from setbacks in order to gain skill in applying concepts to ever changing dynamics.
- Create a professional learning community for ongoing collaboration, consultation, networking, resource development and knowledge exchange to support ongoing efforts toward trauma responsiveness.

### **Target Audience:**

- Highly encourage school teams such as PBIS teams which include teachers, special education case managers, school counselors, school psychologists, school social workers, nurses, resource officers, transportation supervisors, food service directors, administrative assistants and administrators.

### **Prerequisite Training or Knowledge:**

This training can be edited to meet the knowledge level of the participants and is, by design, meant to create a common language so regardless of prior training, everyone is developing a common understanding in order to team together. Participants attending this professional development are

expected to be trauma aware, having at least some exposure to child traumatic stress and the impact trauma has on children.

### **Time Frame**

Three in-person training days of approximately 6 hours each spread out over the course of several months with the expectation of action work between sessions.

### **Activities/Format**

The in-person sessions consist of:

- Short segments of lecture followed by some activity or discussion designed to help the learner apply the idea to their current work
- Large group discussion
- Vignettes
- Small group discussion of current building policies and protocols
- Affinity groups for cross system transfer from role based discussions
- Panel and collaborative discussion with community stakeholders

### **Size of Audience** 40-75

### **Trainer(s)**

**Stacy Eslick**, MSSW, MSE, is the Executive Director of the Wisconsin School Counselor Association. She has over 23 years of experience working with youth that started with her first job as a case manager for the department of juvenile corrections supporting youth returning to the community after institutionalization. She has spent the past 17 years working in K-12 school systems as a school counselor and school social worker supporting children, youth and families. She has extensive systems knowledge and promotes the creation of partnerships. She has provided professional development, training, articles and consultation to school staff throughout Wisconsin.

**Chris Foreman**, MSSW, became a member of the National Child Traumatic Stress Network (NCTSN) in 2009 when she was selected as one of the five sites in the US to pilot *Caring for Children Who Have Experienced Trauma; A Workshop for Resource Parents* curriculum. She has since gone on to develop Trauma Informed Parenting trainings and implementation coaching for agencies across the Midwest and beyond.

Chris is currently a Liaison for the National Center for Child Traumatic Stress (NCCTS) co-located at UCLA and Duke Universities. Her job duties include consultation, resource brokering, facilitating collaborative connections, and technological assistance to a complex network of NCTSN organizational members and consumers of NCTSN resources. Chris remains an active trainer for trauma sensitive schools, a coach in systems change processes and an adjunct lecturer in trauma informed evidence based practices.

**Donna Burns**, Level IV Treatment Foster/Adoptive Parent, has been fostering since 1998, has fostered over 100 children and through her participation in trauma informed parenting trainings, became a family partner within the National Child Traumatic Stress Network (NCTSN). Ms. Burns is now a co-chair the NCTSN Parent Coordinating Group and is both trainer and implementation coordinator for the Wisconsin Trauma Project. She has co-presented at NCTSN All Network Conferences (ANC's) and at the Federation of Families conference in Washington D.C. She has successfully mentored and coached biological family members, foster parents, and adoptive parents.

### **Organization**

The Wisconsin School Counselor Association is a professional association representing over 1300 school counselors in Wisconsin. WSCA has provided professional development to student service staff for over 50 years through an annual conference, workshops, publications, etc. WSCA has partnered with organizations that have expertise on trauma responsive care to develop a comprehensive training designed to meet the needs of schools and increase community partnerships. For more information about the Wisconsin School Counselor Association, visit [www.wscaweb.org](http://www.wscaweb.org).

### **Contact Information**

Wisconsin School Counselor Association

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**Region(s) of the State** Statewide

**Applicability to Which Tier(s)** Tier 1, 2, 3

### **Cost**

\$275 per participant for 3 days of training (minimum 40, max 75)

Team discounts are available when registering three or more staff from the same school.

Regional trainings will be held across the state and individuals/teams can register to attend through the WSCA website.

If your district, county or CESA is seeking a customized training, please contact Stacy Eslick for additional information.