

## Trauma Responsive - Advanced Systems Change



### **Description of Training:**

You have individuals in your schools providing trauma informed care. This training is designed to build on the passion and energy of those leaders as you work to ensure your school is experienced as trauma responsive by all students, staff and families. This training will provide targeted learning, coaching and consultation for those who assume a leadership role in creating and sustaining a trauma responsive school environment. Topics will include implementation of responsive practices, use of organizational assessments to guide and monitor progress, cultivating relationships necessary for systemic change, identification of areas for improvements, and forming concrete plans for continuing to build and maintain contextually relevant responsive practices.

### **Learning Objectives**

- Building on current understanding of child traumatic stress, identify gaps between trauma informed and trauma responsive practices in your particular building or community
- Arm leaders with organizational strategies, assessments and methods for leveraging existing data to inform the change process.
- Identify and rehearse applying trauma responsive strategies to challenging student situations
- Deepen knowledge and experience of affinity groups and action periods as fundamental mechanisms of system change
- Learn how to apply universal trauma responsive strategies WITH parents and caregivers as a means to increase engagement, improve relationships and ultimately partner with families in this change process.

### **Target Audience:**

- Passionate leaders in school communities that will assume a coaching role and spearhead school wide systems change.

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

- Attendees should have completed the 3-day WSCA Trauma Informed - Beginning Systems Change Professional Development.

### **Time Frame**

Three in-person training days of 3 hours each followed by an optional 2 hours of facilitator supported work time and consultation. In-person sessions will be spread out over the course of several months with the expectation of significant action work between sessions.

### **Activities/Format**

The in-person sessions consist of:

- Conduct organizational assessments of current building policies and protocols
- Short segments of lecture followed by activities and discussions designed to help the learner apply the idea to their current culture
- Participant presentations and large group discussions
- Vignettes and role plays
- Participation in affinity groups for cross system transfer from role based discussions

**Size of Audience** 15-30

### **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** : \$750 per participant.

Regional trainings will be held across the state and individuals can register to attend.

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