Please introduce yourself in the chat! Make sure your chat goes to all panelists AND attendees.
Agenda

I. Welcome

II. The TIP of the Iceberg: Bringing Awareness of Trauma Informed Practices to educators and community providers
   • South Dakota Statewide Family Engagement Center
     • Dana Livermont, K-12 Learning Specialist
     • Elisabetta Giomo-James, K-12 Learning Specialist

III. Trauma-Informed Support for Families
   • Ready4K
     • Rebecca Honig, Director of Curriculum & Content

IV. Question & Answer

V. Final Thoughts and Adjourn
Bringing Awareness of Trauma Informed Practices to educators and community providers
Your Presenters

Dana Livermont
K-12 LEARNING SPECIALIST
SD Statewide Family Engagement Center

Elisabetta Giomo-James
K-12 LEARNING SPECIALIST
SD Statewide Family Engagement Center
Let’s begin by pausing…
A REVIEW
Adverse Childhood Experiences (ACEs)

The Study:
- Dr. Anda & Dr. Felitti
- 1990s
- 17,000 participants
- ACE score
- Epidemiological study

Trauma Definition
“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope.”
Rice & Groves, 2005

Adversity early in life:
- Influence human development in predictable ways
- Increases physical, mental, and behavioral problems later in life.

What is predictable is preventable.
Upstairs Brain

Downstairs Brain
The Window of Stress Tolerance

**Regulated (Within Window)**
- The child is able to manage emotions and control impulses
- They are generally able to handle life and school activities
- Functioning from the upstairs brain

**Dysregulated (Above Window)**
- Stress or sensory input has triggered an alarm state in the child
- Functioning from the downstairs brain
- Child has difficulty listening and comprehending (not in learning mode)
- They will often display maladaptive behavior
Trauma-informed:
Using strategies to help keep others and ourselves within the window of stress tolerance

**Extend the Window**
- Foster a community of safety
- Build trusting relationships
- Reduce sensory stimulation
- Create predictability with routines and expectations
- Connect the circle of care with after school and home

**Return to within the Window**
- Remain calm and avoid escalation
- Lean into your relationships
- Create safe spaces to calm down
- Validate and listen
5 STEPS TO RETURN TO LEARNING

1. DYSREGULATED
   - Listen
   - Connect
   - Empathize
   - Accept
   - Tolerate
   - Validate
   - Love

2. REGULATED

3. BACK TO CLASS
   - READY
   - TO LEARN

4. Rationalize
   - Problem-Solve
   - Discipline
   - Give Consequences
   - Give Logic
   - Project Future Situations

5.
Ways SFEC South Dakota is leading in this work

- Half-day or Full-day District In-service Training
- Full-day Regional Trainings
- Conference Breakout Sessions
- Online Book Study: Fostering Resilient Learners
- Online Graduate Course on Trauma Informed Practices
- Fall 2020 Trauma Webinar Series
Our training includes:

- **Brain Science**
  Looking at ACEs and how experiences affect brain development

- **How Trauma Affects Behavior**
  Learn about the Window of Stress Tolerance and how we “flip” from one part of our brain to the other (Dysregulation)

- **Keeping a Regulated Environment**
  Share and discuss different strategies to create learning environments that support regulation

- **Responding to Dysregulation**
  Look at specific strategies to respond when a child becomes dysregulated

- **Self-Care**
  Talk about the importance of self-care and reflection
Emphasis on reflection and application to each individual’s practice

1. The Brain Science of Trauma (p. 24):
What are your initial responses to the prevalence of trauma? Are you surprised? Why or why not?

2. How Trauma Affects Behavior (p. 37):
Think about some of the student behaviors you observe in your role. Examine them in the context of the fight, flight, or freeze framework. How does this change your thinking, if at all?

3. Grounding yourself:
- What are three core values that you strive to live and teach by?
- What three words would you like students to use as adults when they reminisce about their time in your classroom?

Anna is a 4th grade girl who refuses to work when given individual assignments. She sometimes leaves the classroom when you confront her. You recently learned her mother has terminal cancer.

- Build a relationship with her
- Offer a safe space, calming room, someone to talk to
- Mentor other students
- Do not build on homework – recognize her needs/wants
- I can see this is hard for you, would you like to work with a partner
- Ask about her needs, home experiences
- Make a plan for her – ongoing what can you do
- Share your story – avoid “I know how you feel”
- Check in and allow to share feelings
- Show empathy
Understanding of Trauma and ACEs

- High Knowledge: 14% Before Training, 62% After Training
- Moderate Knowledge: 38% Before Training, 49% After Training
- Low Knowledge: 0% Before Training, 37% After Training

Legend: % After Training, % Before Training
Strategies to Help Build Positive Relationships with Students

- **High Knowledge**
  - % After Training: 75
  - % Before Training: 28

- **Moderate Knowledge**
  - % After Training: 60
  - % Before Training: 25

- **Low Knowledge**
  - % After Training: 0
  - % Before Training: 12
Strategies to Respond to Behaviors Associated with Dysregulation

- **High Knowledge**: After Training: 61%, Before Training: 12%
- **Moderate Knowledge**: After Training: 39%, Before Training: 59%
- **Low Knowledge**: After Training: 0%, Before Training: 29%

Legend: % After Training, % Before Training
Additional Reading

Fostering Resilient Learners
Kristin Souers & Pete Hall

Help for Billy
Heather L. Forbes

Trauma-Sensitive Schools for the Adolescent Years
Susan E. Craig

Building Trauma-Sensitive Schools
Jen Alexander
Host a Movie Night

Bring popcorn and treats and make it a team-building day!
Play the Brain Architecture Game

The **Brain Architecture Game** is a tabletop game experience that builds understanding of the powerful role of experiences on early brain development – what promotes it, what derails it, with what consequences for society.
Don’t forget to find us online!

Website at  
sdfsdfec.org  

On Facebook at  
@sdfsfcSouthDakota
Contact Us

Dana Livermont
K-12 Learning Specialist
dlivermont@bhssc.org

Elisabetta Giomo-James
TIE Learning Specialist
egiomo-james@tie.net
GOALS

• Our Trauma-Informed Journey
• 4Rs in a Virtual Environment
• Protective Factors in Action
• Concrete Supports from Afar
• Ready4K Equity & Access Strategies
Rebecca Honig
Director of Curriculum & Content

Trauma-Informed Messages That Reach ALL Families
Your Feelings Matter

FACT: Your child's feelings can trigger YOUR feelings. This is totally normal. It's okay to take a moment to breathe and cope with your feelings before helping your child cope with theirs.

TIP: The next time your child is feeling angry or frustrated, check in with YOUR feelings. Take a second to pause. Ask yourself, "How am I feeling in this moment?"

GROWTH: Keep noticing your feelings. When you're having strong emotions, pause and take a deep breath. Now ask yourself, "What's the best thing I can do in this moment?"

Protective Factors Framework

Birth to 4th grade

Messages/week

English & Spanish
FACT: Your child’s feelings can trigger YOUR feelings. This is totally normal. It’s okay to take a moment to breathe and cope with your feelings before helping your child cope with theirs.
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CONNECT: Lots of people in Springfield qualify for assistance buying healthy foods. You might too. Find out more here: https://www.spring.info/food

Community Support Stream
LISTENING AND LEARNING
Diverse Communities

Common Needs
Buffer the effects of trauma by strengthening the 5 Protective Factors
The 4Rs

REALIZES THE WIDESPREAD IMPACT OF TRAUMA AND PATHWAYS TO RECOVERY

RECOGNIZES TRAUMA SIGNS AND SYMPTOMS

RESPONDS BY INTEGRATING AWARENESS ABOUT TRAUMA INTO ALL FACETS OF THE SYSTEM

RESISTS RETRAUMATIZATION OF TRAUMA IMPACTED INDIVIDUALS BY DECREASING THE OCCURRENCE OF UNNECESSARY TRIGGERS
The 4Rs in a Virtual Environment

1. Scour for Triggers
2. Scaffold Learning
3. Ensure Accessibility
4. Check for Equity
5. Review for Bias
6. Validate Strengths

REALIZE
RECOGNIZE
RESPOND
RESIST RE-TRAUMATIZATION
• Violence
• Incarceration
• Homelessness
• Divorce
• Addiction
• Mental Health Issues
• Substance Abuse
• Neglect
• Illness
“I can help everyone. Just ask me and I can help you. My mom gives me poems. Now I can give poems to everyone.”
The 5 Protective Factors

- Knowledge of Parenting & Child Development
- Social & Emotional Competence of Children
- Concrete Supports in Times of Need
- Parental Resilience
- Social Connections
Parental Resilience

**Strong, not stressed**

- Parental self-care
- Recognize and manage stress
- Parental self-regulation
- Executive function
- Healthy habits
FACT: When you feel powerful stress, it can make it hard to parent or think. You might even feel frozen. Pausing and noticing these feelings can help you parent even when times are tough.

TIP: Today, think about moments when you felt stressed. What was happening around you? What thoughts were on your mind? What did it feel like in your body? These reflections power your parenting!

GROWTH: Keep reflecting. Now think about a moment when you were really stressed and got through it in a way you felt good about. How did you do it? This is a strength! You can use it again!
Parental Resilience

• Check in with reflective questions, like “How are you feeling right now?”

• Crowd Source Self-Care
Get and give support

• Healthy and supportive relationships
• Communication strategies
• Parenting workshops and classes
• Conversation starters for connecting
Social Connections

Stronger Together

FACT: We are stronger together! Friends, family, and neighbors can give great support to each other. Even though it may feel hard, it’s always okay to ask for help. You can be a help to others too.

TIP: Before bed, think about someone you might call if you were sick. This is also someone you can call for help in a bind. Make a list of these special people. Include their contact info. Post the list as a reminder.

GROWTH: Keep reaching out. Try creating a reach-out routine. Is there a friend you can call once a week? Is there a family member you can text each morning?
Social Connections

You can:

- Share strategies to connect with YOU
- Offer Multiple WAYS to connect
Learn more so you can parent better

- Whole child curriculum
- Developmental milestones
- Positive parenting strategies
- Reasons behind challenging behaviors
- Secure attachment

Research shows 2+ months learning gains
FACT: Asking your 4-year-old questions throughout the day builds their communication skills. These skills help kids share their ideas and learn from others.

TIP: Start your day with a silly question. In the morning, ask: "If you could ride an animal around the world, what would you pick? Why?" Share your answer too!

GROWTH: Keep asking questions to prepare 4K! End the day with a question too. Try, "What’s something you’d love to dream about tonight?" Share your answer too.
You can:

- Build activities out of family’s strengths
- Map activities onto things families are already doing
Help your child manage feelings & relationships

• Calm-down strategies
• Name and express emotions
• Problem solving skills
• Self-regulation and executive function
• Children’s emotional cues
• Children’s challenging behaviors
FACT: Change and uncertainty can be hard for young children. Creating routines that can stay the same helps kids feel more secure and in control.

TIP: When your family experiences change, create a ritual that can stay the same. You might read a book to your child each night or sing the same song when your child wakes up.

GROWTH: Keep sticking to routines as best you can. In the morning, try always doing things in the same order. Draw a picture of each step in your routine to help your child remember.
You can:

- Swap Strategies
- Say What You See

FACT: Change and uncertainty can be hard for young children. Creating routines that can stay the same helps kids feel more secure and in control.

TIP: When your family experiences change, create a ritual that can stay the same. You might read a book to your child each night or sing the same song when your child wakes up.

GROWTH: Keep sticking to routines as best you can. In the morning, try always doing things in the same order. Draw a picture of each step in your routine to help your child remember.
Get help when you need it

- Food, housing, and fuel assistance programs
- Resource specialists and family workers
- Abuse and crisis hotlines
- Mental health resources and specialists
- Language services
- School information
- Adult literacy programs
Why you should text:

- 97% have cell phones
- 98% text
- 98% open & read
### Family Assistance Programs, Subsidies, & Vouchers

Some families can find themselves in a state of need or crisis and can be unsure of where to find help. In this section please include information about any programs that offer direct family assistance. These resources address basic needs like food, shelter, or transportation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Organization</th>
<th>Description</th>
<th>Website or Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong> Fuel Assistance</td>
<td>Berkshire Community Action / LIHEAP</td>
<td>Offers fuel subsidies to families who qualify</td>
<td><a href="https://hcacinc.org/departments/Fuel-Assistance.html">https://hcacinc.org/departments/Fuel-Assistance.html</a></td>
</tr>
<tr>
<td>Heat and Utility Bill Assistance:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Food Assistance Programs:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Childcare Assistance:</td>
<td></td>
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</tr>
</tbody>
</table>
Is your resource supportive for families?

1. Does the link work?
2. Does the link take you to a specific resource?
3. Is the information written at an appropriate reading level?
4. Is the information available in multiple languages?
5. Is the information up to date?
6. Does someone answer the phone?
Concrete Supports in Times of Need

Ready4K

Home
Add Parents
Custom Messages
Data and Analytics
Contact Us

Custom Messages

Create and send your own messages to supplement the Ready4K curriculum. Custom messages make it easy to share local resources, upcoming events, and important reminders.

Click here to watch a tutorial video and see sample custom messages.

Select Recipients:
- All organizations
- 10 zip codes
- 1 grade level
- All custom values

Compose Message:

Example of a localized message.

- Attach an image or PDF document
- English: 2 parents

Ejemplo de un mensaje localizado en español.

- Attach an image or PDF document
- Spanish: 1 parent

Sent Messages:

<table>
<thead>
<tr>
<th>Date</th>
<th>Message</th>
<th>Attachment</th>
<th>Recipients</th>
<th>Languages</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

Send now | Send later...
Concrete Supports in Times of Need

Protective Factors Messages

FACT: When children have good ways to calm down, they are better able to solve problems and bounce back from setbacks. This helps them thrive when things are hard.

TIP: The next time your child is frustrated, help them “Take 10.” Can your child take 10 deep breaths or do 10 big jumps? Let them know, “I can understand why you’re frustrated.”

GROWTH: Keep calming down. After your child does a “Take 10,” ask them to tell you about the problem, and help them think of one way to solve it.

Community Support Stream

CONNECT: Lots of people in Springfield qualify for assistance buying healthy foods. You might too. Find out more here: https://www.spring.info/food
Custom Messages and Surveys

Create and send your own messages to supplement the Ready4K curriculum. Custom messages make it easy to share local resources, upcoming events, and important reminders.

Click here to watch a tutorial video and see sample custom messages.

Select recipients:
- All grade levels
- All custom data values

Message type:
- Announcement
- Survey Question

Compose survey question:

Write question in English

Attach an image or PDF document

English: 8 parents

Write question in Spanish (will be sent as written, not automatically translated)
**Ready4K**

Instructions: To enroll new parents, fill out this spreadsheet with your parents’ info, then upload it to your Ready4K account. Required fields are highlighted— if a parent has multiple children, list each child on a separate line with the same phone number (up to 3 children per parent).

— Ready4K is for parents of children from birth through 4th grade. Please choose from the following grade level options: PK3, PK4, K, 1, 2, 3, 4 (If the

<table>
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<th>School Year</th>
<th>2019-2020</th>
</tr>
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<tbody>
<tr>
<td>Phone Number</td>
<td>123-456-7890, 345-678-9012, 567-890-1234</td>
</tr>
<tr>
<td>Text Language</td>
<td>English, Spanish, Arabic</td>
</tr>
<tr>
<td>Child Date of Birth</td>
<td>2/13/15, 1/3/12, 6/13/14</td>
</tr>
<tr>
<td>Grade Level</td>
<td>PK4, K, 3</td>
</tr>
<tr>
<td>Parent First Name</td>
<td></td>
</tr>
<tr>
<td>Parent Last Name</td>
<td></td>
</tr>
<tr>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>Custom Data Field</td>
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### Ready4K

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<td>345-678-9012</td>
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</tr>
<tr>
<td>567-890-1234</td>
<td>Arabic</td>
</tr>
</tbody>
</table>

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*Springfield Head Start welcomes you to Ready4K! Each week, we will send texts to boost your child's learning. 3txts/week. Msg&DataRatesMayApply. Rply STOP 2quit. HELP 4help.*
Study on Enrollment Methods

Opt-In Method
Invitation to sign up via text or website
under 10% participation

Opt-Out Method
Automatically enrolled with the choice to opt-out
96% participation

(Bergman & Rogers, 2017)
Performance

NEW ENROLLMENTS: 4,778  •  MESSAGE DELIVERIES: 1,600,293

NEW ENROLLMENTS BY AGE

NEW ENROLLMENTS BY LANGUAGE

ENROLLMENT AGE DISTRIBUTION

ENROLLMENT LANGUAGE DISTRIBUTION
<table>
<thead>
<tr>
<th>Age</th>
<th>Message Text</th>
<th>Long URL</th>
<th>Recipients</th>
<th>Clicks</th>
<th>Click %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 years 3 weeks</td>
<td>GROWTH: Keep checking your feelings, if you, a friend, or partner see your sadness or anxiety lasting longer than 2 weeks, ask your doctor for help. You may be experiencing Postpartum Depression. Click here for a list of helpful resources: delnorte.info/health.</td>
<td><a href="https://www.dom/maternal-mental-health">https://www.dom/maternal-mental-health</a>.</td>
<td>32</td>
<td>20</td>
<td>63%</td>
</tr>
<tr>
<td>0 years 9 weeks</td>
<td>GROWTH: After tummy time, try reading to your baby. Sign up for the Dolly Parton Imagination Library at First 5’s website. Your child will receive a free book every month: delnorte.info/books.</td>
<td><a href="http://www.del">http://www.del</a></td>
<td>102</td>
<td>46</td>
<td>45%</td>
</tr>
<tr>
<td>0 years 13 weeks</td>
<td>BONUS: Looking for health and community resources? The Del Norte Umbrella collects local information in one place: delnorte.info/resources.</td>
<td><a href="https://www.dom">https://www.dom</a></td>
<td>153</td>
<td>89</td>
<td>58%</td>
</tr>
<tr>
<td>0 years 15 weeks</td>
<td>GROWTH: A great way to get support and new ideas is to talk to other parents. Del Norte County Parent Cafés are the perfect way to connect! Find the next café here: delnorte.info/connect.</td>
<td><a href="https://www.fadwoods">https://www.fadwoods</a></td>
<td>203</td>
<td>96</td>
<td>47%</td>
</tr>
<tr>
<td>0 years 21 weeks</td>
<td>GROWTH: To see if your baby is on track with rolling over and other exciting milestones, use the ASQ questionnaire. The FRC of the Redwoods can get you started! Visit their Facebook page for more information: delnorte.info/grow.</td>
<td><a href="https://www.fadwoods">https://www.fadwoods</a></td>
<td>97</td>
<td>32</td>
<td>33%</td>
</tr>
<tr>
<td>0 years 23 weeks</td>
<td>BONUS: Build your baby’s library! Sign up for books delivered FREE to your home each month at delnorte.info/read.</td>
<td><a href="http://delnorte">http://delnorte</a></td>
<td>163</td>
<td>98</td>
<td>60%</td>
</tr>
<tr>
<td>0 years 24 weeks</td>
<td>GROWTH: Keep helping your baby grow! Get ready for an exciting milestone: solid foods! These signs will help you know if your baby’s ready: delnorte.info/solids.</td>
<td><a href="http://sandiego/nutrition/when-do-i-start-my-0-6s/">http://sandiego/nutrition/when-do-i-start-my-0-6s/</a></td>
<td>43</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>0 years 30 weeks</td>
<td>GROWTH: Keep connecting with families in Del Norte County. Plan to go to a playgroup or workshop. Find out about local parent and child events here: delnorte.info/events.</td>
<td><a href="https://www.dnm/support--education.htm">https://www.dnm/support--education.htm</a></td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
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</table>
What are Springfield parents saying about Ready4K?

"I love how the activities are using every day areas and are very inexpensive!"
- English-speaking parent of an 8-year-old

"The tips and facts you send out usually happen to work out with what problems or situations that I’m dealing with my son on a day to day basis. I feel like it’s helping me become the father I need to be."
- Spanish-speaking parent of a 6-year-old

“We can all get caught up in the business of taking care of kids. When I see these texts they’re a reminder of how I can connect with my son. I like it. :)”
- English-speaking parent of a 5-year-old

2,170 families served, English, Spanish, Arabic
152,056 messages sent since September 2018
93% of parents say that Ready4K texts are Helpful or Very Helpful
100% of parents say they do Ready4K activities with their child at least once per week
96% of parents say they are likely or very likely to recommend Ready4K to a friend or another parent
“The reminder to focus on my kids was really life saving.”

Empower families to buffer the effects of childhood trauma

Ready4K

www.Ready4K.com
Questions?

Please use the Q&A feature
Thank you!

- **Webinar 3:** MAEC CAFE & Dr. Seth Shaffer—7/22 @ 3pm EDT

- **Community of Practice:** Continuing the conversation on trauma—9/1 @ 2pm EDT (Members-only)