

Washoe County  
School District  
Strategies Office  
April 19-22

# Complex Trauma, Student Learning, & the Trauma- Sensitive School

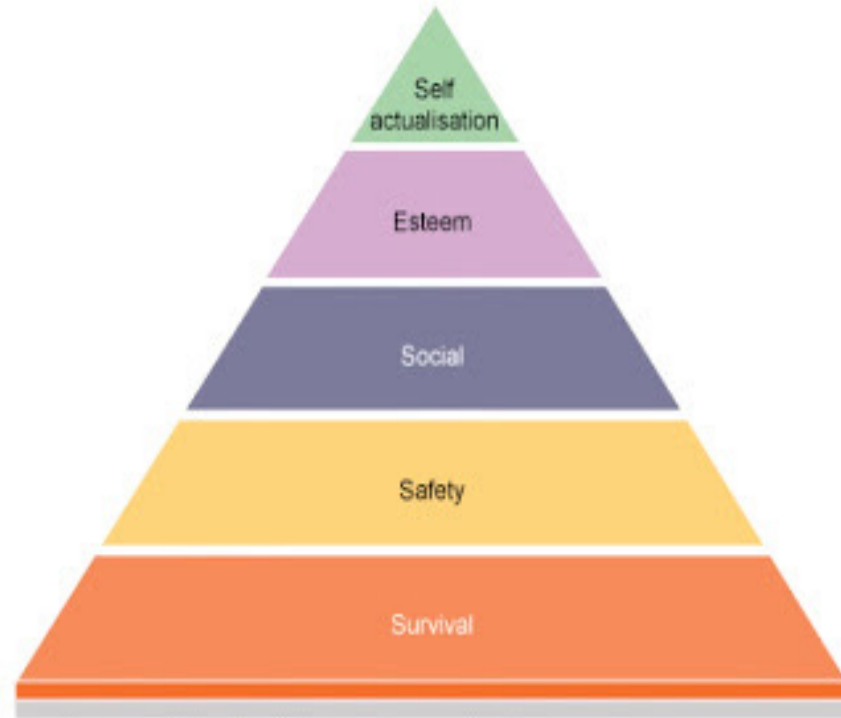
# Summary Comments

- Huge round of silent applause for our presenters!
- Huge round of silent applause for all of you persevering through the week during an incredibly busy time.
- What have we learned?
- How will we apply what we have learned?

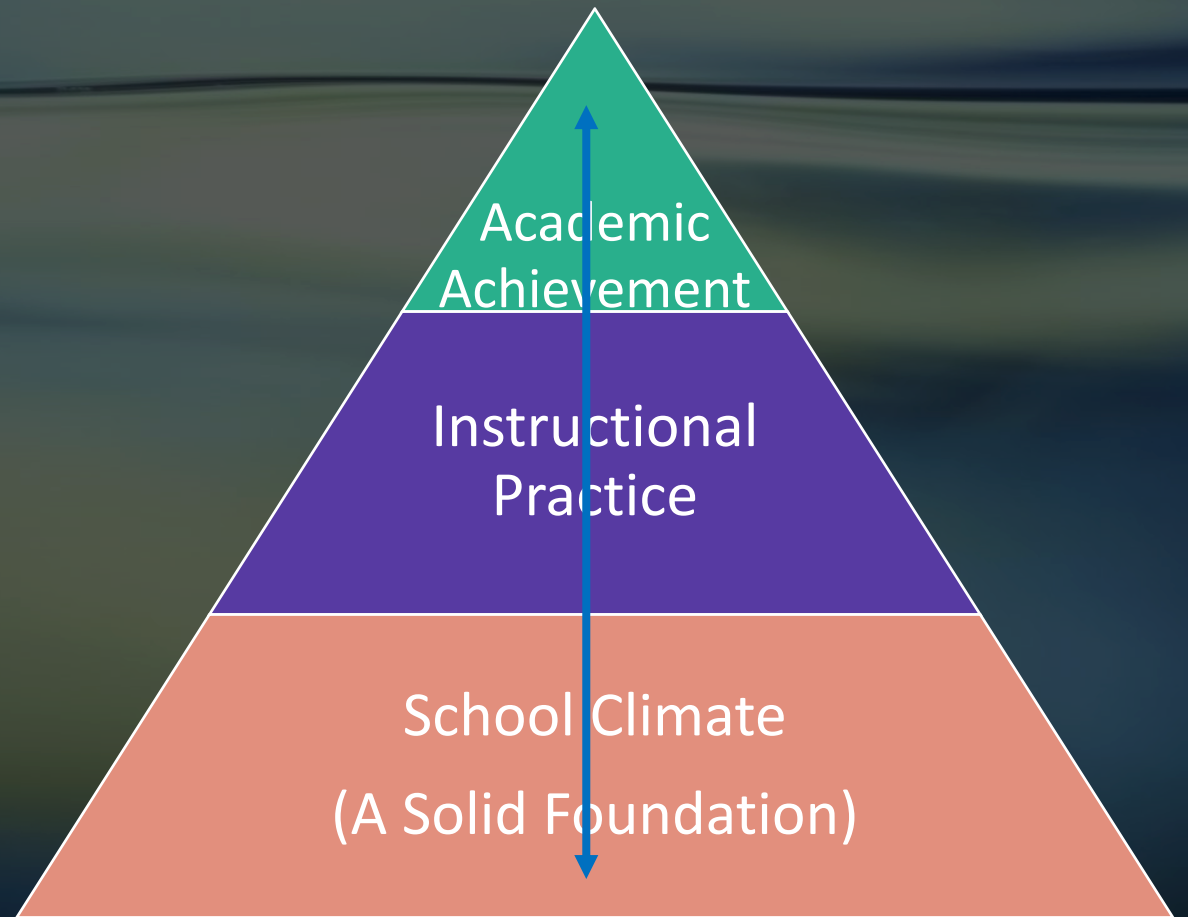
# Sessions

- Keynote – The Trauma Sensitive Classroom
- Community Panel – Trauma as a Community Issue
  
- Trauma, Physiology, and School Climate
- The Impacts of Trauma and Families
- Trauma and Implicit Bias
- Trauma-Informed MTSS
- Attendance/Behavior as Symptoms/Signals of Trauma
- Mental Health & Behavioral Correlates of Trauma
- Suicide Prevention and Youth Mental Health First Aid
- Screening & Data Triangulation
- Student Voice in the Trauma Sensitive Classroom
- Trauma, Secondary Trauma, and Adult SEL
  
- School Panel – Co-locating Services & Supporting Students and Families

# Next Steps: Putting the Pieces Together



*Fig 2.1 The five levels of motivation described by Maslow*



# How do we apply this?

Does our staff understand how trauma affects physiological functioning and student behavior?

Do we understand how our own emotional regulation interacts with a student's emotional/cognitive regulation?

How might we reframe our thinking as we consider family engagement, especially with students we believe to be impacted?

Do we assume a positive presupposition?

Given our knowledge of toxic stress and disproportionality, do we make assumptions regarding a child's home life?

Do our students feel as if they "fit" within our school? How do we know?

When we consider our Tier I practices, do we think through the "daily doses of healing interactions" and their relationship to student self-efficacy?

Understanding that absenteeism may be a symptom of trauma, what does engagement look like beyond getting a student through the door?

# How do we apply this?

We often have a primary care physician, a dentist, but stigma swirls around therapy and mental health support. Does a child with a therapist feel comfortable or “hidden” in our school?

Is a student who regularly attends school, by definition, included? How do we distinguish compliance from isolation, and how do we ensure student-school connectedness?

What information (data) do we monitor to evaluate Tier I, Tier II, and Tier III practices? Is this information driven by our questions, or does the availability of data constrict the questions we ask?

Are we connected with our students? How do we know that? Do they know that? Do they know how to reach out for help?

For a student to respond to effective instruction and to achieve, a nurturing climate must be established in which he/she feels a sense of belongingness. Do our educators feel a sense of belongingness? Is there a strong foundation beneath them supporting their instructional practice?

# School Planning (tonight & beyond)

- 1) Does the climate of our school and classrooms, effectively support students experiencing complex trauma?
  - a) How do we know?
- 2) Use the notetakers to drive team discussions and reflections regarding conference content.
- 3) Generate a list of questions, and then narrow?
  - a) How would you operationalize (answer/measure) these questions?
- 4) How do these questions align with, or inform, questions you attempted to answer in your last School Performance Plan?
- 5) Given this, how might you incorporate these questions and/or modify future School Performance Plan questions?
- 6) What supports do you need from the Strategies Office (central offices) to effectively carry out your plans?

# School Planning

Administrators, please lead your team in discussion this evening and please provide time and space for the team to continue its work in order to incorporate this learning into practice.

Each participant should use the form provided today through email to document their time and intent to earn a full credit.

(<https://forms.office.com/Pages/ResponsePage.aspx?id=SfWsPDZezEGj3oIFnhld768No7DcW2RNtgczhm2zMBIUOUUpQVVpFUjRJRk00MkdBS0FPUUtGVFNCVC4u>)

Please reach out to our office if you have any questions  
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[skeating@washoeschools.net](mailto:skeating@washoeschools.net); [dcrain@washoeschools.net](mailto:dcrain@washoeschools.net))



Thank You

And We Hope You Enjoyed the Conference