

Appendix 1: Examples of Trauma-Informed Care Programs in the United States

School (location)	Program description	Outcomes/Expected Benefits	Resources for TIC replication
<p>Arnone Elementary, Brockton Public Schools (Massachusetts)</p>	<p>300 of 1,400 teachers in Brockton Public Schools took a course about teaching traumatized children, developed by the Trauma and Learning Policy Initiative (TLPI).¹ The schools implemented two programs: Collaborative & Proactive Solutions helps educators understand behaviorally challenging students and how to work with them.² The second program, Positive Behavioral Interventions and Supports (PBIS), is based on the belief that teaching behavioral expectations and rewarding students for following them is a much better approach than responding to misbehavior.³</p>	<p>Arnone experienced a 40 percent drop in suspensions.¹</p> <p>CPS was associated with reduced teacher stress and reductions in student discipline referrals.⁴</p> <p>PBIS has been linked to gains in literacy, more minutes spent in academic instruction, reductions in problem behavior,⁵ reductions in student suspensions and office disciplinary referrals,⁶ improved overall organizational health,⁷ and improvements in children's behavior problems, concentration problems, social-emotional functioning, and pro-social behavior.⁸ PBIS has also been shown to be cost beneficial.⁹</p>	<p>Download free copies of Volumes 1 and 2 of <i>Helping Traumatized Children Learn</i>, produced by TLPI, at http://traumasensitiveschools.org/tlpi-publications/.</p> <p>An in-depth description of CPS, a video tour of this approach, free web-based resources, as well as opportunities for live training workshops and consultation can be found at http://www.livesinthebalance.org.</p> <p>To start using PBIS, check out http://www.pbis.org/school and http://www.pbis.org/training.</p>
<p>Lincoln High School, Spokane Public School District (Walla Walla, Washington)</p>	<p>At the encouragement of Natalie Turner, an expert in creating trauma-free schools from the Area Health Education Center, Lincoln High adopted new discipline policies that replace punishment with a system that provides kids with the tools and skills to recognize, understand, and control stress.¹⁰ Turner's two simple rules are 1) Take nothing a raging kid says personally and 2) Don't mirror the kid's behavior.¹⁰ Turner's model is based on Attachment, Self-Regulation and Competency (ARC), developed at the Trauma Center at Justice Resources Institute.¹¹ Turner was also influenced by the trauma-sensitive classroom movement described in the book, <i>Helping Traumatized Children Learn</i>, a publication from TLPI.¹²</p>	<p>In the 2009-10 school year there were 798 suspensions, 50 expulsions, and 600 written referrals. The following school year, after the school had implemented trauma-informed care practices, there were only 135 suspensions, 30 expulsions, and 320 written referrals.¹⁰ The school reforms also reduced the number of seniors failing to graduate from 46 percent to 24 percent, half of whom were staying in school to earn their diplomas.¹³</p> <p>ARC has been associated with reductions in PTSD symptoms and externalizing</p>	<p>The ARC manual and affiliated handouts are available for purchase on the Publications & Products section of the web site, http://www.traumacenter.org/products/arc_purchase.php.</p> <p>Download FREE copies of Volumes 1 and 2 of <i>Helping Traumatized Children Learn</i>, produced by TLPI, at http://traumasensitiveschools.org/tlpi-publications/.</p>

		and internalizing behaviors. ¹⁴	veschools.org/tlpi-publications/ .
Highlands School District (Natrona Heights, PA)	<p>In 2010 Highlands became the first public school district in the nation to train in the Sanctuary model.¹⁵ Landa Harrison of the Sanctuary Institute explained that the first steps for the district will be to determine the adversities faced by students and staff and then to address the trauma using effective communication.¹⁶</p> <p>The Sanctuary Model, a trauma-informed full-system approach, creates a nurturing therapeutic environment that supports children impacted by trauma, helps them reorganize their self-defeating beliefs and instills hope for the future.¹⁷</p>	Benefits that Highlands hopes to gain include improvement in staff and leader job satisfaction, increase in positive behavior of staff and students, less turnover of staff, and an increased sense of community. ¹⁸	<p>An overview of Highlands' model can be found at http://www.goldenams.com/Page/15 and tips for parents and teachers on managing strong emotional reactions to traumatic events can be found at http://www.goldenams.com/Page/516.</p> <p>To learn more about applying the Sanctuary model visit http://www.sanctuaryweb.com/.</p>
El Dorado Elementary (San Francisco, California)	<p>The UCSF Healthy Environments and Response to Trauma (HEARTS) Program helped El Dorado Elementary create "peace corners," "buddy classrooms," and "Wellness Centers," safe spaces to recover from distress and get back to learning. These are not spaces for punishment, time-out, or in-school suspension. When necessary, a student might be disciplined by being sent to another teacher's classroom to sit for a half an hour, asked not to participate in learning with his or her classmates, or in extreme situations, such as physical violence or other highly aggressive behavior, a child could be suspended.¹⁹ El Dorado later incorporated the restorative practices of PBIS and Safe and Civil Schools.²⁰</p> <p>The school offers a before- and after-school program so that kids have a safe place to be from 7:30 am until 6 pm.¹⁹</p> <p>Working with children who have experienced trauma can also take a toll on teachers and other staff. Therefore, teachers were offered</p>	<p>In the year before HEARTS was introduced, there were 674 referrals to the principal's office for inappropriate behavior and 80 suspensions. Three years later, at the end of the pilot program, there was a 75 percent drop in referrals to 175 and only 17 suspensions. Anecdotally, the assistant principal reports a dramatic reduction in fights, eruptions of rage, and running away.¹⁹</p> <p>Before these programs were implemented, Principal Tai Schoeman reported that 40-50 kids, one fifth of the students, were erupting in rages or running away every day. Two years after the program began, there were only 10-15 kids with problematic behaviors requiring special attention on a daily basis.¹⁹</p> <p>Programs that are supportive and sensitive to</p>	<p>To learn more about the HEARTS, visit http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html.</p> <p>For more information about Safe & Civil schools visit http://www.safeandcivilschools.com.</p> <p>To start using PBIS, check out http://www.pbis.org/school and http://www.pbis.org/training.</p>

	<p>wellness groups.</p> <p>A data system was used to track location and time of referrals to the principal's office for behavioral issues in order to identify which students were most in need of help and which teachers were most in need of assistance and guidance.</p>	<p>the strain on teachers from working with trauma-affected students are believed to reduce risk of teacher burnout and increase the likelihood that teachers will stick around and enjoy teaching.¹⁹</p>	
<p>Rutland City Public Schools (Vermont)</p>	<p>Rutland City Public Schools are certified in Dr. Perry's Neurosequential Model of Therapeutics (NMT) from the Child Trauma Academy, a collaborative, interdisciplinary virtual network for learning about trauma and tools for implementing TIC.²¹ All staff also took the 5-hour introductory course on the Neurosequential Model in Education (NME).²² Rutland City Schools followed up with a one-day in-person training event by Dave Melnick, Director of Outpatient Services for the Northeastern Family Institute (NAFI), on the role of empathy and understanding in working with children and adolescents who have experienced trauma.²³ Rutland City Public Schools are also collaborating with Randy Sprick, founder of Safe & Civil Schools to deliver 6-8 in-person training sessions to each school over the course of one year.</p> <p>Copies of <i>Helping Traumatized Children Learn</i> were downloaded and distributed to all school principals and administrators, who in turn often made them available to teachers and other staff.</p> <p>The school has also established an interdisciplinary team that meets every other week to discuss a specific case. Each meeting focuses entirely on how to help one particular student succeed.</p>	<p>Principal Bliss reports that many more teachers now take the time to listen and develop supportive relationships with students exhibiting trauma-based behaviors. Teachers that have embraced trauma-informed care, Bliss says, are "saving those kids." There has also been a decline in behavioral referrals and an increase in therapeutic work.</p> <p>Collaborative programs that involve the whole community have the potential to address sources of trauma in children rather than trying to put the pieces back together after trauma has occurred.</p>	<p>The Child Trauma Academy offers in-person training as well as online videos, training materials, courses, tools, free articles, and other resources. For more information visit http://childtrauma.org/</p> <p>For more information about Safe & Civil schools visit http://www.safeandcivilschools.com.</p> <p>Download FREE copies of Volumes 1 and 2 of <i>Helping Traumatized Children Learn</i>, produced by TLPI, at http://traumasensitiveschools.org/tlpi-publications/.</p>
<p>Oyler Community Learning Center (Cincinnati, Ohio)</p>	<p>A Community Learning Center (CLC) is "a school that serves as a community hub, utilizing school space during extended hours, on weekends and through the summer to provide additional academic support, health resources, social services, arts programming, and</p>	<p>At Oyler, Resource Coordinator Jami Harris-Luggen reports that because of the integrated model, there are no missed appointments or no-shows for mental health appointments and therapists</p>	<p>A bipartisan-sponsored bill in 2014 authorized "school districts and community schools to initiate a community learning process to</p>

	<p>civic and cultural opportunities to students, their families and the community.”²⁴ Oyler is a Pre-K to 12 school that began the process of becoming the largest community learning center in the country in 2006. All CLCs have co-located mental health partners to provide both therapeutic and prevention services. These expanded health services help to remove non-academic barriers and support student academic achievement.²⁵ At Oyler, this team includes 3 full-time therapists, 1 part-time therapist, a full-time family case worker, a part-time nurse practitioner and a part-time therapist to see parents.²⁶</p> <p>Cincinnati Public Schools (CPS) receive funding from various foundations, contract with community agencies, and the Community Learning Center Institute, a local non-profit organization and a partner with CPS, provides Resource Coordinators at seven schools at no cost to the district.²⁷</p>	<p>develop trusting relationships with their student-clients and their families.</p> <p>An independent evaluation of CLC data is conducted annually to assess progress and provide recommendations. According to this data, a total of 2,233 CPS students received treatment through school-based mental health partners, 74% of students across CPS who were referred for services received treatment, and Resource Coordinators and the CLC teams continue to work with the School Based Mental Health Network of eight agencies to eliminate barriers to mental health and increase the number of students served.²⁸</p>	<p>assist and guide school restructuring”²⁹ which will help to establish a framework modeled after Cincinnati Public Schools’ community learning centers for other Ohio schools.</p> <p>CPS steps for transforming a school into a Community Learning Center can be found at http://www.cincinnati.org/about-us/what-is-a-clc/steps-for-transformation.</p>
<p>Luis Muñoz Marin K-8 School and Lincoln-West High School (Ohio)</p>	<p>In 2014, Noah Borrero, an associate professor of urban education and social justice, led a daylong training session for teachers from Luis Muñoz Marin K-8 School and Lincoln-West High School to learn strategies for developing relationships and educating children touched by trauma.</p> <p>The Center for Transformative Teacher Training (CTT) has also been working with the schools to become culturally sensitive and to use “positive narration,” akin to PBIS.</p>	<p>Jeffery Keruski, Principal of Luis Muñoz Marin reported that after this training, behavior has dramatically improved and discipline problems have dropped significantly.³⁰</p> <p>CTT has been shown, in classrooms grades 3-12, to provide teachers with skills maintained over time, positively influence teacher and student behavior, and reduce off-task student behavior.³¹</p>	<p>The Center for Transformative Teacher Training offers a variety of programs and online training, described in greater detail at http://transformativeteachertraining.com/programs.php. Noah Borrero is an associate at the Center.</p>
<p>Belden Elementary (Canton, Ohio)</p>	<p>In January 2010, Barbara Oehlberg, a retired Cleveland City Schools family life counselor and author of several books on trauma-informed care in schools, led 21 hours of training that included an explanation of trauma and its roots in neuroscience, videos by Dr. Bruce Perry from the Child Trauma Academy, and in-person</p>	<p>After the first semester of this program during the 2009-2010 school year, Belden moved up in the Ohio State Department of Education state report card rankings from Academic Emergency to Academic Watch. And, after a full year of the program, Belden</p>	<p>To learn more about how to set up a “Safe Place,” watch this video by Dr. Bailey https://www.youtube.com/watch?v=aUMc3fWgLEk. Learn more about Dr. Bailey’s</p>

	<p>consultation. Fourteen staff members including teachers, a guidance counselor, librarian, intervention specialist, and others participated.³²</p> <p>As part of the program, each classroom created a “Safe Place,” a concept originated by Dr. Becky Bailey, where children can calm down when feeling distressed. Teachers also regularly discussed feelings and emotions with their students.³³</p>	<p>moved up yet another level to Continuous Improvement.³⁴</p>	<p>teaching philosophy of conscious discipline at http://consciousdiscipline.com/.</p> <p>Barbara Oehlberg has published multiple books on trauma and education, available at http://www.reachingdifficultkids.org/book.html.</p>
Westerville City Schools (Ohio)	<p>Building Better Lives is a community-wide initiative by the Family and Children First Council (FCFC) that encourages everyone providing services to children and families to understand the impact of trauma on a child’s brain, learning, and behavior and to implement strategies to support healthy development and improve educational and health-related outcomes.³⁵</p> <p>Thanks to funds from FCFC, more than 150 staff members (about 15 percent of total district staff) have voluntarily taken the five-hour introductory course in Dr. Perry’s Neurosequential Model in Education (NME), offered online by the Child Trauma Academy.²²</p> <p>Teachers started incorporating more movement in the classroom rather than forcing kids to sit still all day.³⁶ Teachers also made it a priority to work with parents to understand a child’s history in order to determine Individualized Education Plans.</p>	<p>According to Special Education Coordinator Suzanne Kile, every teacher that completed the training and responded to an attitudinal survey reported being less frustrated with student behavior than in the past.³⁷ Teachers also reported thinking more about each child’s emotional state during instruction; and when students are not in the right state for learning, teachers are incorporating brain-informed strategies to help students regulate and focus on instruction.</p> <p>Julie Buzard and Carol Taylor from FCFC emphasized that the single most important benefit from the training was that teachers began looking at children’s behaviors differently.³⁶</p>	<p>To learn more about Building Better lives, visit .</p> <p>The Child Trauma Academy offers in-person training as well as online videos, training materials, courses, tools, free articles, and other resources. For more information visit http://childtrauma.org/</p>
South-Western City Schools (Ohio)	<p>The district has brought in specialists to help train staff on topics including the brain basis of trauma, mindfulness, and how to listen to stories from trauma survivors. All school personnel participate in a training session once or twice a year where they are educated on trauma and how to recognize it, and are provided with both internal and external resources for handling</p>	<p>Michael Markowitz, a consultant for Crisis Oriented Planning & Educational Services (COPES),⁴⁰ reported that in one instance, several students were deeply affected by a traumatic event and SITCAP proved helpful for most of the kids, and only a few required additional</p>	<p>To learn more about SITCAP, visit https://www.starr.org/content/structured-sensory-interventions-traumatized-children-adolescents-adults-and-</p>

	<p>trauma.</p> <p>Through their partnership with TLC, Southwestern City Schools started implementing Structured Sensory Intervention for Traumatized Children, Adolescents & Parents, a field-tested evidence-based practice, with programs for different age groups, based on structured sensory therapy, sensory-based activities, and cognitive-reframing.^{38,39}</p>	<p>supports outside of school. This example illustrates that interventions, like SITCAP, can improve mental health in the district without requiring outside clinical support.</p>	<p>parents-sitca-0.</p>
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