What is Project 180?

Project 180 is an initiative of CHRIS 180 funded by SAMHSA and NCTSN with the purpose of developing trauma-informed school environments in the Atlanta area and increasing access to evidence-based trauma interventions for youth and families throughout the state of Georgia.

Project 180 Goals

- School-Based Attachment, Regulation, and Competency (ARC) Clinical Services
- ARC Training of Mental Health Workforce
- Development of Trauma-Informed Schools
- Trauma-Informed School Referral Network
- Project Website: Project180GA.org

Project 180 Implementation in Schools

- Partnered with 6 Atlanta Public Schools
  - Four elementary
  - Two middle
  - Title 1

School-based Counseling Services for Youth and Families

- Full Time Therapist in each school
- Full or Part Time Community Behavioral Specialists in each school
- SPARCS group (middle school)
- Piloted ARC groups with youth in one elementary school (Tier 1)
Educator Training and Consultation

- Trauma STARs for educators during pre-planning time
- ARC in monthly installments throughout the year.
- One grade level at a time during planning time.

School Leadership and Administration

- Leadership team participate in ARC training before the school year starts (pre-planning)
- Monthly Leadership Implementation Team meetings
- NCTSN Schools Framework to identify overarching focus and goals

Does trauma really matter?

The pair of ACEs

- Schools are not a safe haven
- 75% of all public schools in the U.S. report at least one violent crime a year
- 94% of U.S. middle and high schools report at least one violent crime per year
- Youth ages 12-18 experience more violent crime in the school setting than away from it.

STATISTICS

Dines, Kemp & Baum, 2009
DeVoe & Bauer, 2011
National Institute of School Crime and Safety, 2011; National Wellness Initiative
Building, enhancing, and supporting the surrounding environment and relationships needed to support healthy development

Supporting youth, caregivers, and systems in recognizing survival strengths

Reorganizing strengths towards present, goal oriented, active engagement in life

Support the building and enhancing of normal developmental competencies

HOW CAN WE HELP?

A system of care in which adult caregivers at all levels feel safe and supported, and as a result are reasonably regulated. In turn, they are able to support and respond effectively to youth in their care in safe and respectful ways, in service of positive youth functioning.

DEFINING A TRAUMA-INFORMED CAREGIVING SYSTEM

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Support and respond effectively to youth in their care in safe and respectful ways, in service of positive youth functioning.

Key Principles of Trauma-Informed Practices

• Safety
• Trustworthiness and Transparency
• Peer Support
• Collaboration and Mutuality
• Empowerment, Voice, and Choice
• Cultural, Historical, and Gender Issues

The 4 R's of a Trauma-Informed System

• Realizing the impact of trauma
• Recognizing trauma signs and symptoms
• Responding with trauma-informed practices
• Resisting re-traumatization
NCTSN Schools Framework

1) Identifying and Assessing Traumatic Stress
2) Addressing and Treating Traumatic Stress
3) Trauma Education and Awareness
4) Partnerships with Students and Families
5) Creating a Trauma-Informed Learning Environment
6) Cultural Responsiveness
7) Emergency Management/Crisis Response
8) Staff Self-Care and Secondary Traumatic Stress
9) School Discipline Policies and Practices
10) Cross System Collaboration and Community Partnerships

The ARC Framework

ARC Developed By Margaret E. Blaustein, Ph.D. and Kristine Kinniburgh, LICSW

ARC AS A GUIDE

ATTACHMENT, REGULATION, AND COMPETENCY (ARC)

THREE PRIMARY DOMAINS
8 PRIMARY SKILLS BUILDING BLOCKS

- Support Caregiver Affect Management
- Support Caregiver Attunement
- Support Caregiver Effective Response
- Increase Self Awareness (Identification)
- Increase Modulation Skills
- Support Child Relational Connection
- Improve Problem Solving
- Enhance Self and Identity

ATTACHMENT, REGULATION, AND COMPETENCY (ARC) FRAMEWORK

OVERARCHING GOAL: TEI

INTEGRATIVE STRATEGIES
Integrative Strategies

- Engagement
  - Attunement with educators
  - Allow educators to experience the practices
  - Leverage the champions and early adopters
  - Learn names
  - Follow up

- Psychoeducation
  - Trauma Lens
  - Hand-model of the brain
  - Cognitive Triad
  - Maslow's Hierarchy of needs
  - Understanding of how trauma impacts
    SEL
  - Consistent, persistent, and patient

THE INTERSECT BETWEEN COMPLEX TRAUMA AND SOCIAL-EMOTIONAL LEARNING (SEL)

- Psychoeducation
  - Trauma Lens
  - Hand-model of the brain
  - Cognitive Triad
  - Maslow's Hierarchy of needs
  - Understanding of how trauma impacts
    SEL
  - Consistent, persistent, and patient

CHANGE OR DIE

- Assumption of danger
- Rapid mobilization in face of perceived threat (Body's Alarm System)
- Self-Protective Stance
- Development of alternative strategies to meet developmental needs

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change."

- Assume danger
- Rapid mobilization in face of perceived threat (Body's Alarm System)
- Self-Protective Stance
- Development of alternative strategies to meet developmental needs

ATTACHMENT, REGULATION, AND COMPETENCY (ARC)

TRAUMA’S DUAL INFLUENCE ON DEVELOPMENT
Survival vs. Pro-Social Development

- Prioritize skills and competencies that help the child SURVIVE their environment and meet physical, emotional, and relational needs
- De-emphasize areas of development that are less immediately relevant to survival.

ARC and CASEL

- Emphasize competencies needed for survival
- De-emphasize areas of development that are less immediately relevant to survival

ARC and Second Step

- Emphasize competencies needed for survival
- De-emphasize areas of development that are less immediately relevant to survival

ATTACHMENT, REGULATION, AND COMPETENCY (ARC)
In the study, when teachers started class by welcoming students at the door, academic engagement increased by 20 percentage points and disruptive behavior decreased by 9 percentage points—potentially adding "an additional hour of engagement over the course of a five-hour instructional day," according to the researchers.

“Every child requires someone in his or her life who is absolutely crazy about them.”

— Urie Bronfenbrenner
BUILDING SELF MONITORING SKILLS

ATTACHMENT, REGULATION, AND COMPETENCY (ARC)
Caregiver Affect Management

- Developed self-monitoring skills
- "In the moment" strategies
- Ongoing wellness plans
- School safety and protocol
- Drills using NCTSN recommendations

Caregiver Affect Management

- Yoga Series
- Mindfulness Moments
- Staff sensory rooms
- Regulation and relaxation in ARC training sessions
"We care educators are to effectively relate to students, they must be empathic, always attempting to perceive the world through the eyes of the student."

"Recognize that if educators are to effectively relate to students, they must be empathic, always attempting to perceive the world through the eyes of the student."

"Regulation Goals
Support youth ability to safely and effectively (at age- and stage-appropriate levels) manage experience on many levels: emotional, physiological, cognitive, and behavioral; this includes the capacity to identify, access, modulate, and share various aspects of experience."
Building Insight and Regulation

- Use of processing forms for when students have taken a regulation break
- How were you feeling?
- What were you thinking?
- How are you feeling now?
- What did you do to change your feeling and energy?

COMPETENCY

COMPETENCY GOALS

Build the foundational skills needed for healthy ongoing development and resiliency by supporting key reflective and relational capacities, including the ability to connect effectively, to set goals, make active choices, and form a developmentally appropriate sense of self.

ATTACHMENT, REGULATION, AND COMPETENCY (ARC)
Adult Caregiver Competencies

- Empathic
- Growth Mindset
- Willingness to be curious
- Willingness to be insightful “What am I bringing into the classroom?”
- Capacity to manage and respond effectively to internal emotions and responses, Adult SEL
- Willingness to use critical thinking to evaluate the status quo of our education system and society.

OVERARCHING GOAL: TEI

TRAUMATIC EXPERIENCE INTEGRATION (TEI)

Work with youth to actively explore, process, and integrate traumatic experiences into a coherent and comprehensive sense of self in order to enhance youth’s capacity to effectively engage in present life.

ATTACHMENT, REGULATION, AND COMPETENCY (ARC)

Trauma-Informed Classroom

Goals:
- Build routine and rhythm
- Increase felt sense of safety (physical and relational)
- Increase capacity for regulation
- Build relationship and community

Outcomes:
- Increase classroom time
- Improve academic outcomes
- Reduce behavioral disruptions

Mornig Greetings
Mornig Circles
Mood Meter and/or Yale Ruler
Top Ten Modulation Strategies
Peace Corners/Sensory Soothing Strategies
Processing Forms Completed with caring adult
Visual Prompts and reminders in classroom and throughout the building

Policies and Practices

- What happens when youth are not in the classroom?
- Who is responsible for what part?
- How is this communicated?
- Social Justice
- Want strict, swift, and concrete discipline policies and practices
- “Prepare youth for the real world.”
- Agreement that the “real world” is unjust and must change
- Status quo vs. next generation to change status quo
Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents

A. D. Olsonson**, David Femandez*, and Kangaye M. Watson**

Department of Psychology, Harvard University, Boston, MA 02163.


Serving suspensions rates predict major negative outcomes, including school inattentiveness and absenteeism. Experiment 1 assessed the impact of an early intervention in which youth were encouraged to adopt an empathetic mindset toward discipline—a skill that improves perspective taking and task positive relationships while encouraging better behavior. Experiment 2 tested whether an empathetic mindset to remediation would sustain outcomes (a = 0.83). Results indicated that adolescents with the most empathy were 50% less likely to receive suspensions. In Experiment 3, adolescents were randomly assigned to receive an empathetic mindset intervention or control conditions. The results indicated that adolescents who received the intervention were significantly less likely to receive suspensions (a = 0.8). The study concluded that an empathetic mindset intervention can be effective in reducing suspensions.

Project 180 2018-2019

- **420 youth and families** served in Project 180 partner schools
- **Over 400 educators** in Atlanta trained in the ARC framework, including teachers, administrators, and other school-based personnel.
- **CHRIS 180 staff provided Trauma STARs training to more than 500 school-based staff**, expanding trauma education and understanding of trauma-informed practices across the Atlanta region.
- **Provided 80 ARC trainings**

Youth Outcomes

- **CANS** data for youth served in schools indicates improvements in student outcomes across all domains
- **SDQ** data indicates overall improvement in student outcomes as reported by parents and teachers.
- **Discipline** data shows a reduction in the numbers of referrals for behavioral/discipline related incidents between year one and year two.

Windy Road Ahead

- Structural Racism
- Gentrification
- Historical Trauma
- Culture and Community
- Sexism and gender issues
- Socioeconomic disparities
- Intergenerational patterns and changes
- The problem is “over there”