NEW YORK STATE
TRAUMA-INFORMED NETWORK
AND RESOURCE CENTER

# JOIN THE JOURNEY

Building and Strengthening Trauma-Informed Practices Across New York State

Connection | Community | Collaboration

## Registration open!

2023 NYS TINRC Annual Join the Journey Conference

Conference is free of charge to all New Yorkers, register today!
*(limited capacity)*

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## Note from the Network

Six years ago, the neighbors on my street started an annual potluck on Labor Day. We gather on someone's driveway with tables laid out with a wide assortment of food. The adults sit and catch up while the children, from toddlers to teens, run and play until the water balloon fight commences and everyone is fair game. For me, this tradition has come to signal the end of summer and transition back to school. And it reminds me of how grateful I am for my neighbors and the community we have co-created.

My own children were privileged to grow up within this safety net of family and community. They could safely play outside, and I knew if my eyes were not on them, another adult was keeping an eye out. With my kids grown and out of the house, I still make it a point to know the names of the children who live on our street, to stop and greet them and engage in conversation. In part, I do this because I know it makes a difference. I can be part of the community of caring adults (even if I am only known as "Jazz's (our dog) mom"). Based on Monroe County's Youth Risk Behavior Survey data (2015-2023), we know that a caring adult is good for all children and especially for children with adverse experiences. A safe, supportive, and nurturing adult can act as a counter to the risk for mental health challenges, substance use, violence, and suicidal behavior.

From a trauma responsive framework, we also know that "a stressed brain can't learn" (Jim Sporleder, Paper Tigers). When a young person is worried about their own physical and emotional safety, the safety of a loved one and/or their community, their ability to focus, concentrate and process information is compromised. As Dr. Fantigrossi shares in this month's blog on Creating Safe and Supportive Schools: A Community Schools Model at Work, many schools have become the hub to support the social, emotional, and physical needs of their students, in addition to their educational needs. In our interview with Donna Fowler, the

Director of Student Support Services for Schenectady City School District, we follow one district's journey to implement trauma-informed and restorative practices to address the chronic and toxic stress experienced by their students.

What these approaches have in common is seeing the whole child and their family and addressing identified needs holistically and through relationship. As we begin the 2023-24 school year, know that whether you are a parent, caregiver, neighbor, educator, or provider, you can take action to be a part of a young person's circle of support.

-Elizabeth Meeker, Senior Director, CCSI

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## September is National Suicide Prevention Month

Suicide Prevention Resource Guide 2023

988 Suicide and Crisis Lifeline National Suicide Month Resources

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### *Spotlight Interview:*

Donna Fowler
Director of Student Support Services at Schenectady School District (SCSD)

Josh Higgins, the Community Provider Engagement Specialist with TINRC interviewed **Donna Fowler,** the Director of Student Support Services of SCSD, on SCSD's journey towards trauma-responsive practices.

Read the full interview here!

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## Embrace Wellness

Breath-Body-Mind Foundation Virtual Practice Sessions
September - December 2023

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## September Blog: *Creating Safe and Supportive Schools: A Community Schools Model at Work*

READ THIS MONTH'S BLOG

POST

## Trauma-Informed Resources for Schools

The Trauma-Informed Network and Resource Center welcomes back to school season with acknowledging the importance of creating safe and supportive environments for everyone involved. Below are a curated list of resources that can help support the trauma-responsive journey for schools, students, educators, administrators, families, and community.

### Children's Health Fund: For Educators- What Can I Do to Help Students with Stress or Trauma?

- One-page resource for educators on creating trauma-sensitive schools, including materials/resources for students and parents in both English and Spanish.

### Coalition of Community Schools

- Website to learn more about the community schools strategy, what the Coalition for Community Schools does and how to join, and access helpful resources to learn more, including how to create a community school.

### Community Technical Assistant Center (CTAC): Healing Centered Schools: Integrating Trauma-Informed and Resilience Building Approaches as Students Return to School

- Six-part video series provided by CTAC on trauma-informed and resilience building approaches for schools. This series is intended for school-based mental health providers and staff, but can be used as a resource to share with all school personnel interested in learning about collective healing, trauma-informed care, and resilience in school settings.

### National Child Traumatic Stress Network (NCTSN): Complex Trauma: Fact Sheet for Educators

- Published by the National Child Traumatic Stress Network, this fact sheet helps educators and school staff recognize the signs and symptoms of complex trauma and offers recommendations on how to help students heal.

### New York State Community Schools Technical Assistance Centers: The Impact of Trauma in the Classroom

- In this webinar, Dr. Alberto Moran provides a detailed exploration of the many ways that trauma impacts student learning in the classroom.

## CCSI: TIG

- Through TIG's Core Curriculum, CCSI's TIG Team provides training to school/district staff to deliver the most current knowledge, skills, and resources to prepare participants to understand, intervene and provide support when needs arise related to trauma, violence, illness and loss. Additional information about TIG and how to contact CCSI's TIG Team to learn more can be found on the website.

## TRUST-S

- TRUST-S (Trauma Responsive Understanding Self-Assessment Tool for Schools) is a strength-based organizational self-assessment tool that provides educational settings with a point in time "snapshot" of where they are in their journey towards becoming more trauma-sensitive and informed. The TRUST-S allows schools and districts to view aggregated survey results from their administration and staff, along with recommendations for bolstering trauma-sensitive practices. This assessment can be used for initial benchmarking, as well as repeated at selected intervals to gauge progress and identify next steps.

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## Champion's Corner

Dr. Joseph Fantigrossi

Dr. Joseph Fantigrossi, a graduate of the Warner School of Education at the University of Rochester, began his 27 years in education as a Social Studies teacher and has dedicated the last 19 years of his career as a K-12 building and district administrator, currently serving as the Regional Community Schools Coordinator for Monroe 2-Orleans Board of Cooperative Education Services. He has presented on the topic of Trauma-Informed Instruction and Tiered Intervention over 100 times in the last 8 years, including the PBIS National Conference and APBS International Conference and has consulted in over 40 school districts.

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## Let's Connect!

Interested in growing your organization's connections and involvement in the network? Please email **jhiggins@ccsi.org**

Want to be involved in future newsletters or blogs? Please email **mtegas@ccsi.org**

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