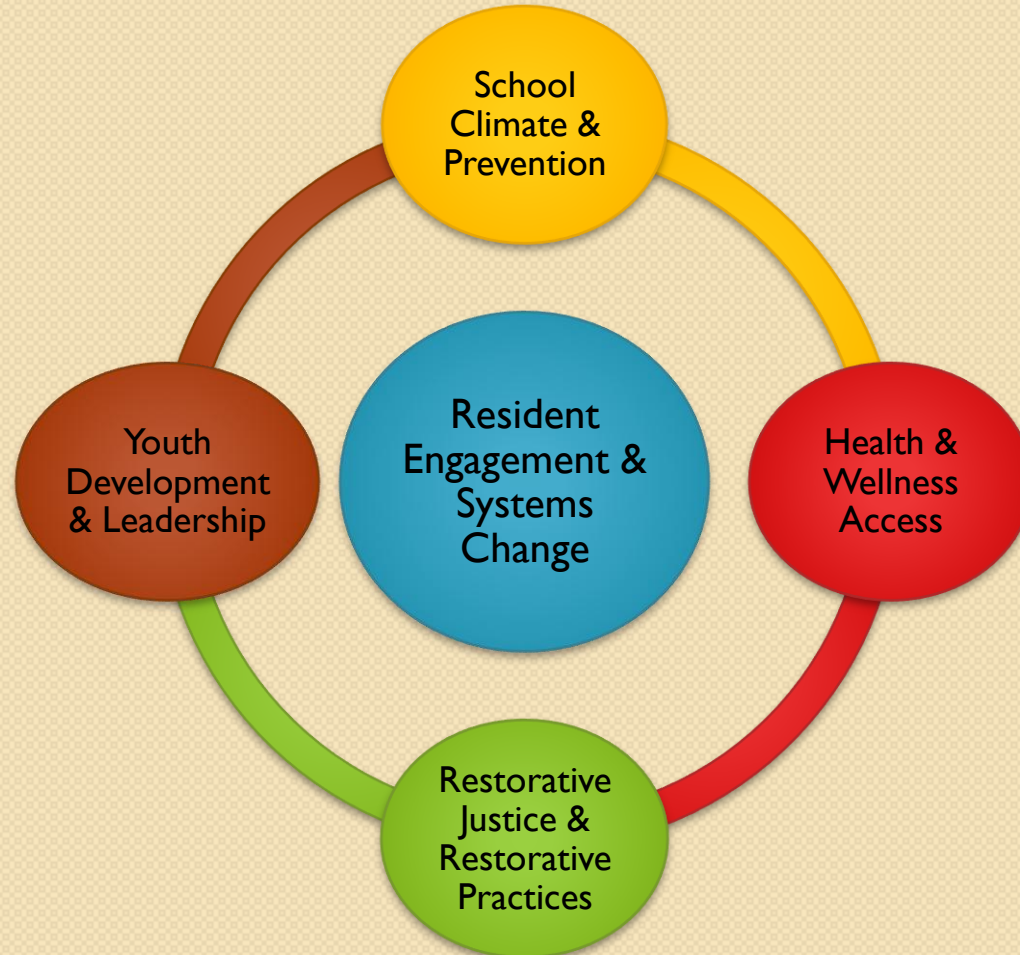


Cherokee Point: Building a Trauma-Informed Community School Focused on Systems Change Through Resident Engagement



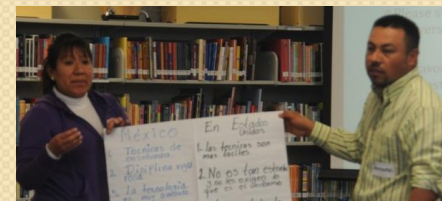
February 5, 2014

Targets for Change through the Trauma Informed Community Schools: A Multi-Systemic Approach to Building Healthy Communities Through Resident Engagement in Systems Change 2011-2014



Wellness and Restorative Practices Partnership, funded by The California Endowment, in collaboration with San Diego State University and Cherokee Point Elementary School

Resident Leadership



Parents leading parent workshops

Parent Leadership Academy



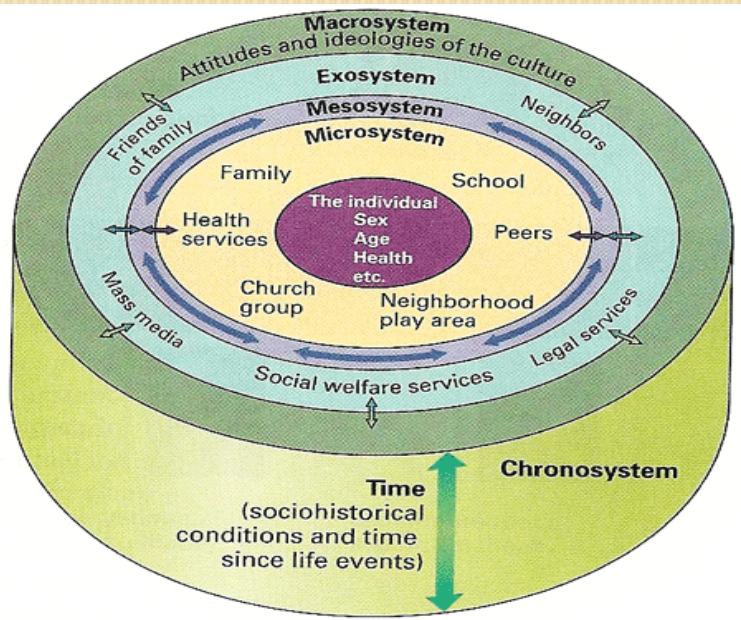
Community Union meetings and Family Community nights



Parents learning computer and English skills while volunteering for school and socializing with other parents

SYSTEM IMPACT

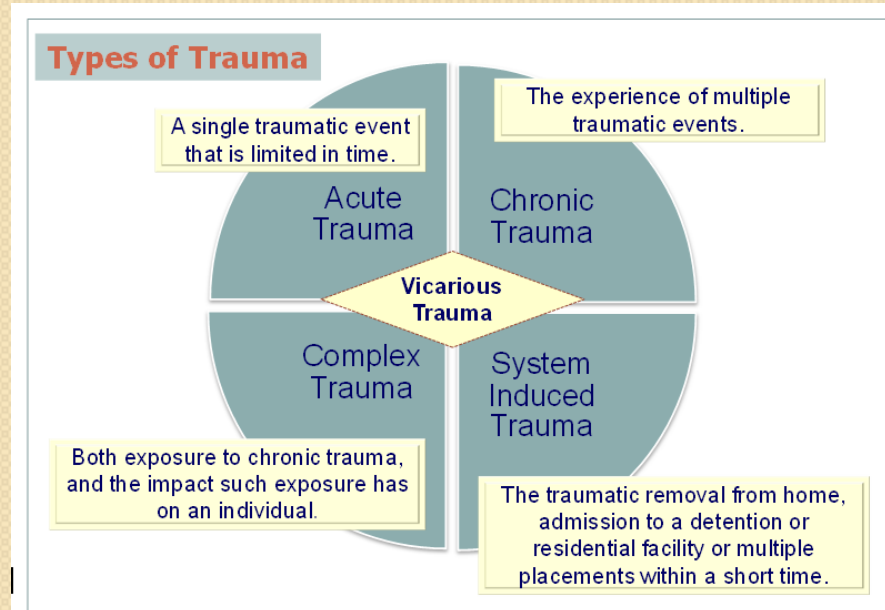
- Community Violence and Cumulative Trauma in City Heights (San Diego)

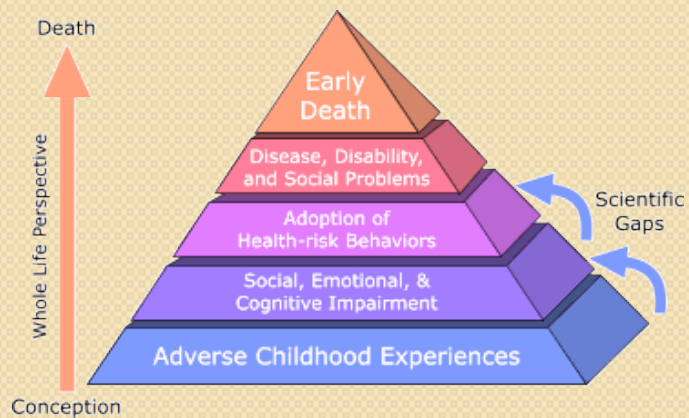


<http://nlyingst.iweb.bsu.edu/edpsy251/courseconcepts/251/bronfenbrenner.html>

- Cherokee Point and City Heights Residents have experienced a lot of acute, chronic, complex and system-induced traumas

- Poverty
- Child Abuse
- Domestic Violence
- Gang and Gun Violence
- Lack of Access to Physical and Behavioral Healthcare
- Traumas Involving Community Agencies and Systems (e.g., Schools, Child Welfare Services, Law Enforcement, Courts, Immigration)





Long-Term Consequences: Adverse Childhood Experiences-ACE Study

- **Adverse Childhood Experiences under the age of 18 predict physical, behavioral and emotional health in adults**



<p><u>Chronic Disease</u></p> <ul style="list-style-type: none"> • Autoimmune Disease • Chronic Obstructive Pulmonary Disease • Frequent Headaches • Health-Related Quality of Life • Ischemic Heart Disease • Liver Disease • Lung Cancer 	<p><u>Reproductive Health/Sexual Behavior</u></p> <ul style="list-style-type: none"> • Fetal Death • Promiscuity • Sexual Risk Behaviors in Women • Sexually Transmitted Diseases • Teen Pregnancy • Unintended Pregnancy
<p><u>Health Risk Behaviors</u></p> <ul style="list-style-type: none"> • Alcohol Abuse • Drug Abuse • Obesity • Smoking 	<p><u>Special Populations</u></p> <ul style="list-style-type: none"> • Children of Alcoholics • Child Sexual Abuse Victims
<p><u>Mental Health</u></p> <ul style="list-style-type: none"> • Autobiographical Memory Disturbances • Depression/Depressed Affect • Hallucinations • Neurobiology • Suicidality • Work Absenteeism 	<p><u>Victimization and Perpetration</u></p> <ul style="list-style-type: none"> • Intimate Partner Violence

Understanding trauma effects on learning and behaviors

Trauma Symptoms - Heightened Arousal

- fears and anxieties
- startles and hypervigilance
- sleeping problems (nightmares)
- overreactivity, anger outbursts, and irritability
- overcontrolling, “grown up”, excessively responsible behaviors

Avoidance (Dissociative and Depressive Symptoms)

- withdrawal, passivity, and non-responsiveness
- emotional numbing
- memory and concentration problems
- denial and somatic complaints



Trauma effects on children interfere with their development of social-emotional and behavioral skills needed to learn and thrive in the classroom

- **Attention and Information Processing**
- **Executive Functions: Planning and Problem-solving**
- **Attentiveness to Classroom Tasks**
- **Emotional Regulation**
- **Aggression, Impulsivity, and Reactivity**

Teachers may describe them as:

- **Spacey or zoned out**
- **Disrespectful or rude**
- **Lacking intelligence**
- **“Out of control”**
- **Anxious**
- **Annoying**
- **Aggressive**

Ten Principles of a Compassionate School

1. Focus on culture and climate in the school and community.
2. Train and support all staff regarding trauma and learning.
3. Encourage and sustain open and regular communication for all.
4. Develop a strengths based approach in working with students and peers.
5. Ensure discipline policies are both compassionate and effective (Restorative Practices).
6. Weave compassionate strategies into school improvement planning.
7. Provide tiered support for all students based on what they need.
8. Create flexible accommodations for diverse learners.
9. Provide access, voice, and ownership for staff, students and community.
10. Use data to:
 - Identify vulnerable students, and
 - Determine outcomes and strategies for continuous quality improvement.

• Trauma Informed Support within the School Setting

Teaching Students

- Helping children regulate emotions in order to master social and academic skills
- Maintaining high academic standards
- Helping children feel safe
- Managing behavior and setting limits
- Reducing bullying and harassment
- Helping children build a sense of control over their environment
- Building on strengths
- Understanding the connection between behavior and emotion
- Avoiding labels

TRAUMA INFORMED AND COMPASSIONATE PRACTICES USED AT CHEROKEE POINT

- **Employ an empowerment model to elicit and build on strengths: Resident and youth leaders actively leading systems change**

Listening to Staff, Parents and Students

- Identifying needs of teachers and staff through consultation and needs assessment
- Identifying needs of parents with 6 months of Family community night focus groups

**How Parents Can Help Their Children with Homework
Relaxation and Health Promotion Activities for Parents**

Positive Discipline and Parenting Tips

How to Communicate with Teachers about Children's Progress

Better Communication at Home

How to Support their Child as a Leader in the Home, School, and Community

How to Help Their Children Succeed in School and Prepare for College

Addressing Language and Behavioral Problems in Young Children

Coping with Domestic Violence

Community Safety

- **Youth Leaders identify social justice concerns they want to address**

Bullying and School Safety

Domestic Violence

Drugs/Drinking

Gang Violence

Homelessness

**Building Resident/Parent and Youth
Leadership: Empowers, Builds on
Strengths and Resilience**



TRAUMA INFORMED PRACTICES USED AT CHEROKEE POINT

- **Partnering with Residents and Youth: Relational Collaboration**

- **Active Parent Leadership as Evidenced by Community Union, PTA, Leadership Academy, and other leadership opportunities**
- **Principal's Chat brings community partners to school to guide and educate residents**



- **Designing an environment that ensures safety, respect, and acceptance**

- **Cherokee Point Elementary was honored at the March SD Unified School District Board meeting and received the district-wide award for its exemplary work in High Quality Indicator 12: Supportive Environment, Safe and Well Maintained facilities**
- **Examples of activities supporting an environment that promotes a culture of care, a sense of belonging, and positive relationships for the school community**
 - **Restorative Practices trainings with Teachers, Parents, Youth Leaders, Students and classrooms promotes positive relationships, communication, and conflict resolution**
 - **Pathways to Competence workshops with Preschool Parents focus on social emotional development, relationships, and positive discipline**
 - **SDSU and Parents collaborate together in leading Restorative Practices and Pathways to Competence workshops**
 - **SDSU and Youth Leaders collaborate and lead class lessons on positive communication (e.g., I-messages, problem solving, bullying)**
 - **SDSU, Pathfinders, and Parents work together to create a peer mediation program for recess duty following Restorative Practice principles**



- **Addressing Hyper-arousal and Self-Care: Trauma Informed Care**

- **Zumba**
- **Movement**
- **Breathing Exercises**
- **Yoga**



Changing the Narrative

Changing Policy

Changing Power

Resident Leadership

Increased capacity of residents of the Cherokee Point neighborhood to shape culturally relevant health initiatives



Systems Change Through Resident Engagement Targeting:

- School, Family, and Community Safety
- School Achievement and Attendance
- Early Childhood and Prevention
- Access to Healthcare and Wraparound Services

Systems Change Through Cherokee Point and San Diego Unified School District

- Support systemic implementation of Trauma-informed Community School (TICS) model and restorative practices (RP) at CPE
- Engage and mentor faculty, staff, parents, and students in implementing trauma-informed care and restorative practices
- Collaborate with SDUSD regarding school discipline policy and introducing RP and TICS model in schools to reduce suspensions, improve school climate, and school and community safety

Systems Change in Community Partners Supporting Resident Leadership

San Diego State University

- Interdisciplinary collaboration across departments to address real school and community issues
- Building infrastructure to support coordination of service-learning activities across departments, Colleges, and educational level (undergraduate to doctoral) of students
- Nested mentoring system set up to provide services, support, and evaluation of helping youth and families
- Culturally and linguistically diverse role modeling and intergenerational mentoring

Changing Power

Youth Leadership

Increased capacity and opportunity for youth leadership

