



# San Luis Obispo County

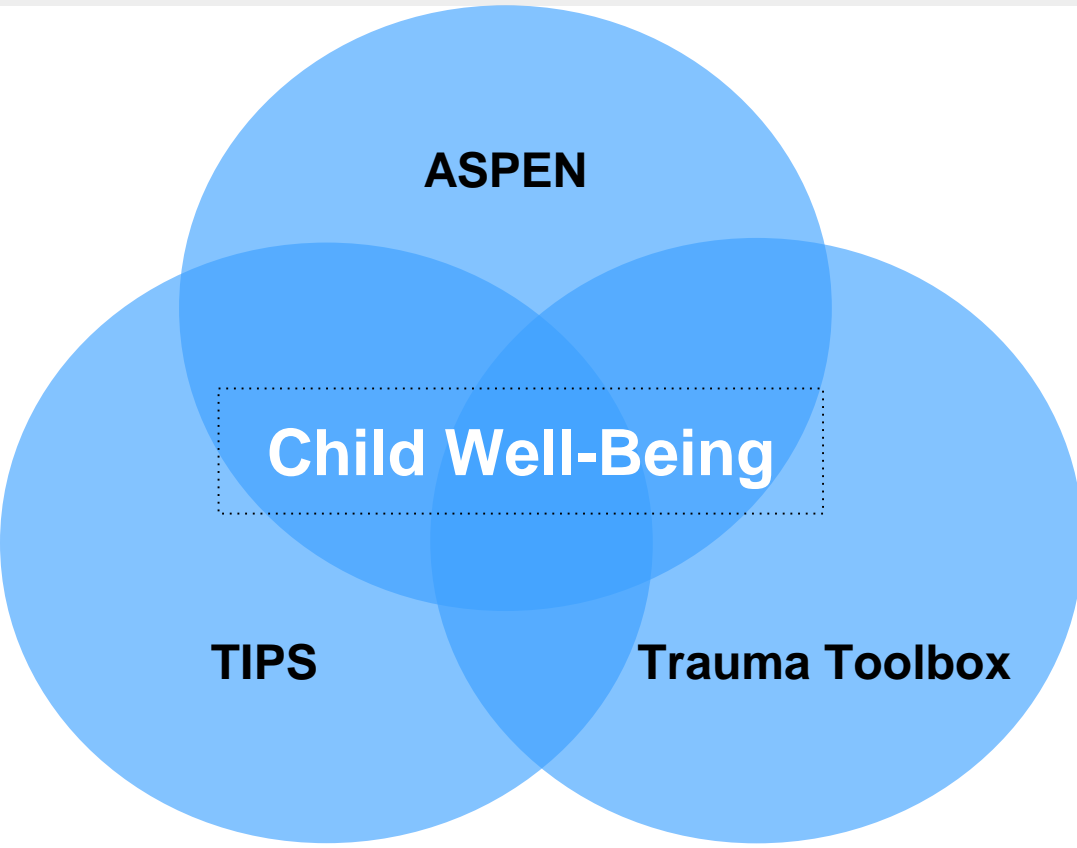
Recruitment/ School Stability (ASPEN),  
Trauma Informed Practices for Schools (TIPS),  
& Trauma Toolbox



## Taylor's Story

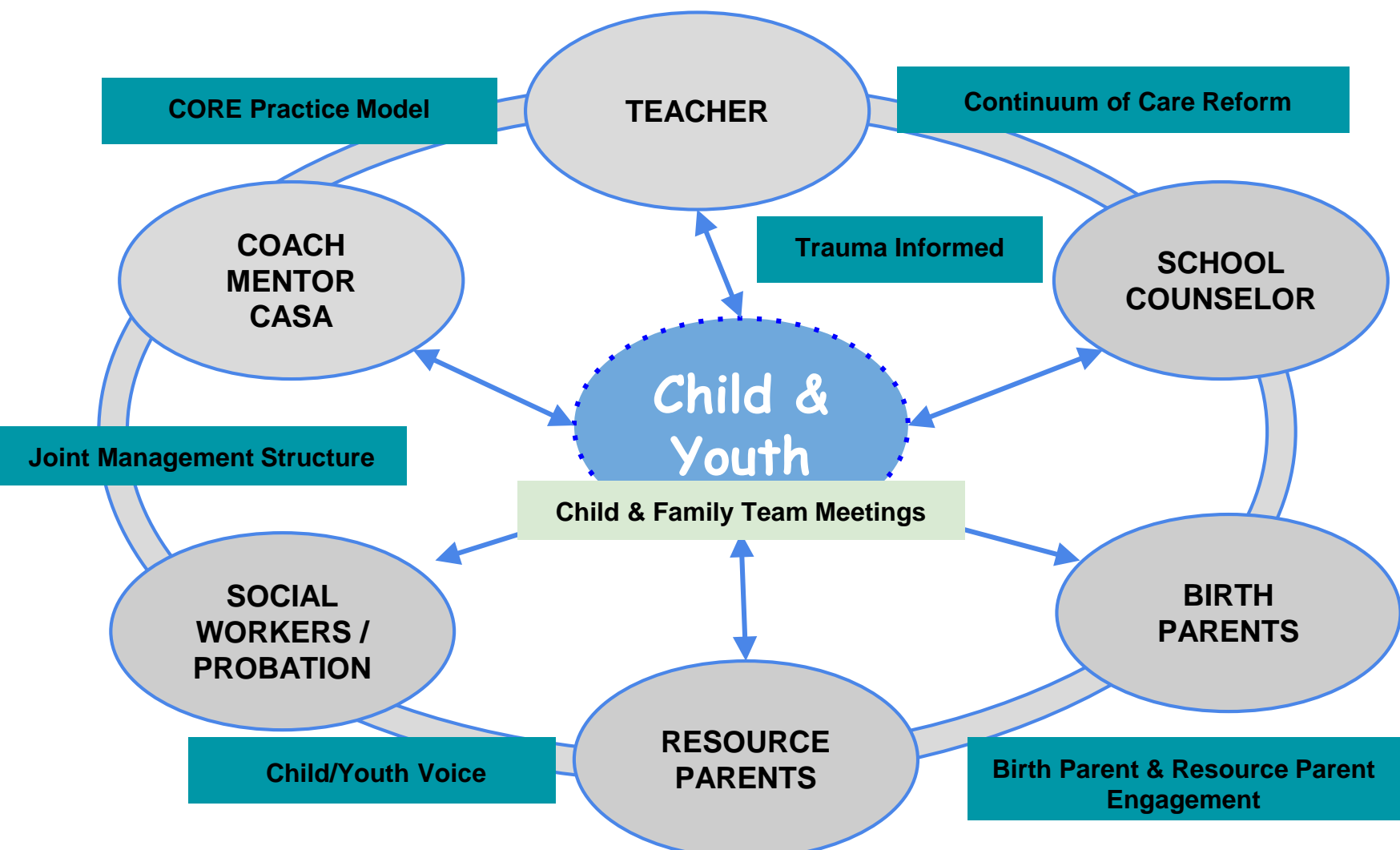
# Collaborative

Department of Social Services & Foster Youth Services Coordinating Program



***“Hope is a Powerful Motivator -  
When children know that their  
dreams and hopes can be a reality;  
that they too can go to college, they  
apply themselves more in high  
school resulting in fewer teen  
pregnancies, less running away,  
higher graduation rates and a  
stronger foundation for transition to  
adulthood...”***

**Tracy Schiro Assistant Director,  
SLO DSS**



# AGENDA

- Formation of a Collaborative Partnership
- FRRS/CCR & Placement Stability
- Community of San Luis Obispo
  - Strengths,Challenges & Objectives
- Foster Care Education Law
- TIPS
- ASPEN Program
- Trauma Toolbox
- Next Steps
- Taylor's Story & Legacies
- Q&A/Contact Info/Resources

If you have 100 children in a village, drinking from a well and 98 of the children show signs of dysentery, are you going to treat the children for their symptoms? or will you go figure out what is in the well ?



# Resource Parent Recruitment

## All School Parent Empowerment Network (ASPEN)

- Increase school stability
- Improve placement stability
- Increase capacity of home based foster care
- Maintain school connections and communities of origin
- Increase sibling placements
- Support timely reunification
- Prevent and divert entries into congregate care
- Positive impact on re-entry rate



**165 TEENS IN FOSTER CARE IN SLO COUNTY**  
**NEED YOU!**

If not you, who? If not now, when?  
Become a Resource Parent.

Short Term. Long Term.  
We will support you  
along the way.  
[www.slofostercare.com](http://www.slofostercare.com)

# Resource Parent Retention & Support

- ASPEN
- Trauma Informed Practices in Schools
- Trauma Toolbox
  - Increase school stability
  - Improve placement stability
  - Identification of emotional dysregulation
  - Empower children to utilize tools (key ring)
  - Increased utilization of tools by all of CFT to support emotional regulation



# Continuum of Care Reform

- ASPEN
  - Home Based Foster Care
  - Communities of origin
  - Increase sibling placements
  - Creating meaningful connections
- TIPS
  - Prevention & early intervention
  - Academic, Placement, Well Being & Social Successes
- Trauma Toolbox
  - Easily accessible
  - Practical Tools
    - Children/Youth, BP, RFA, DSS, Schools, Probation, Mentors, etc.
  - Therapeutic Foster Care





# San Luis Obispo County

## Strengths

- Strong collaborative community
- Stable leadership
- Solution focused
- Youth, RFA and Family Engagement
- Strong partnership with schools
- Past successes
- Trauma Informed Champions of Change
- Shared management structure



## Challenges

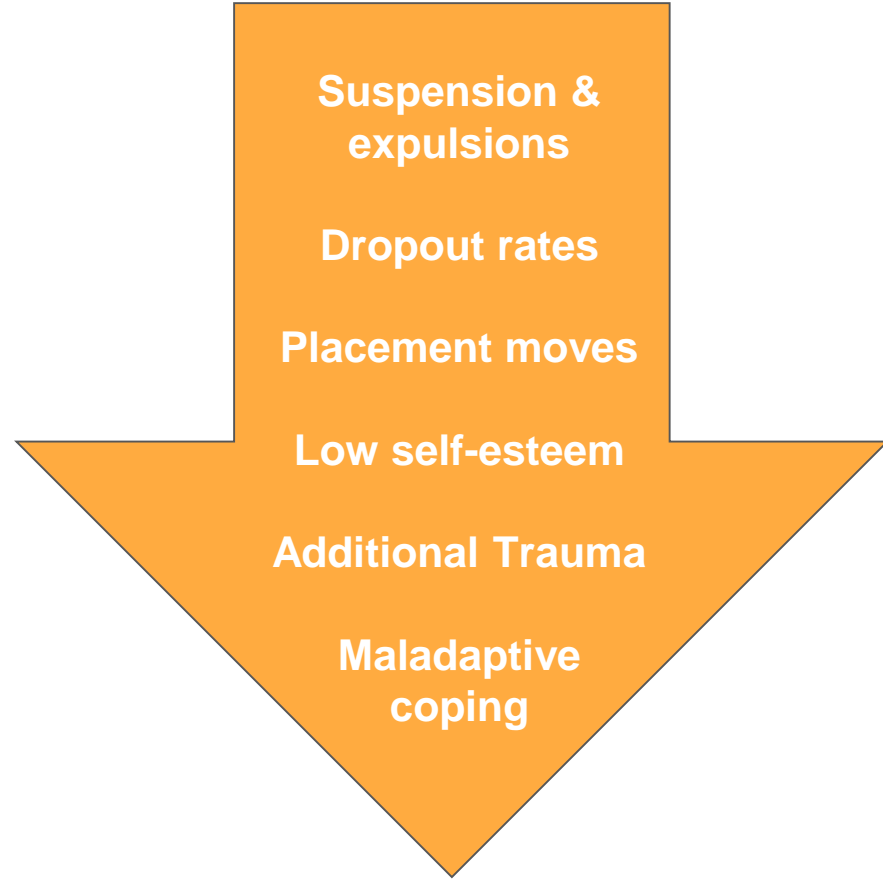
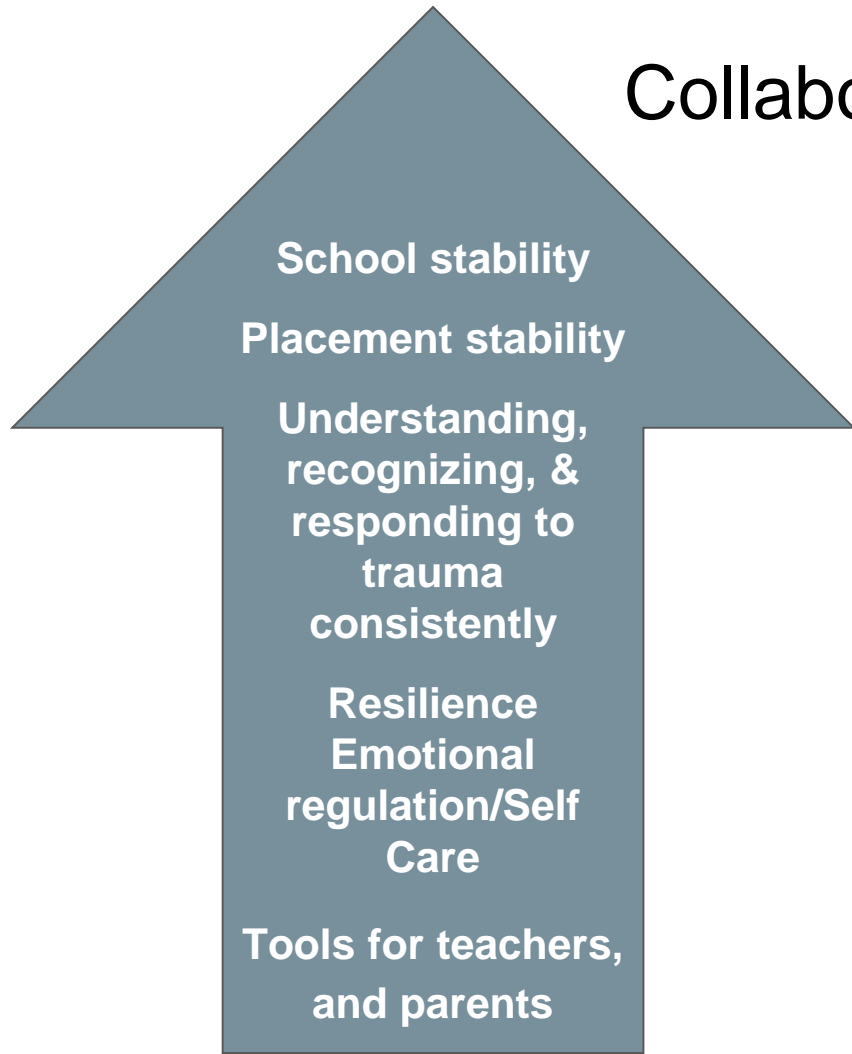
- High cost of living
- Unavailability of housing
- Lack of community awareness
- Misconceptions about teens

# Placement

## Placement of Children Within Their Home Community

Location	Not Placed In Home Community	Placed in Home Community
Arroyo Grande	48	29
Atascadero	39	20
Morro Bay	17	6
Nipomo	36	26
Paso Robles	48	36
San Luis Obispo	55	9

# Collaborative Goals



“Kids who  
are too sad  
or too mad,  
**can't add.**”

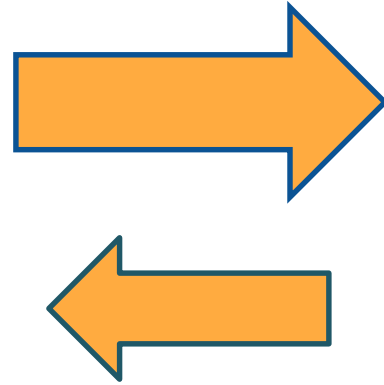
- Dr. Larke Huang,  
SAMHSA



# Foster Care Education Law

- AB 480
- Local Control Funding Formula (LCFF)
- Foster Youth Services *Coordinating* Program (AB 854)
- The Every Student Succeeds Act (ESSA)





CDSS and CDE share data



Based on the findings of *The Invisible Achievement Gap*  
(Barrat and Berliner, 2013)

1. Foster youth were **twice** as likely to be classified with a **disability**.
2. Among students with disabilities, they were **five times more likely** to be classified with an **emotional disturbance**.
3. About **one-third** of foster youth **change schools** during the school year.



4. Foster youth were consistently **outperformed on state testing.**
5. Foster youth were more likely to attend a **nontraditional public school.**
6. High school students in foster care had the **highest dropout rate** and the **lowest graduation rate – 58%.**

# Cohort Graduation Rate 2015-2016

## California

**Foster youth**                      **50.8%**

All students                      83.2%

## San Luis Obispo County

**Foster youth**                      **92.3%**

All students                      92.2%



**T**ransitional

**A**ge

**Y**outh -

**F**inancial

**A**ssistance

**P**rogram

**Updated data pending**

**TAY-FAP**

**Success**

# Education Transition Specialist

## **86 Foster youth & former foster youth served 2016-17**

- 14 Students in grades 9-11
- 24 High School Seniors
  - 11 transitioned to community college
  - 4 transitioned to 4 year college
- 40 College Students
  - 18 attending community college
  - 8 attending 4 year college
  - 2 graduated with their BA - 1 going for MA



# Trauma Informed Practices for Schools (TIPS)



## Homeless & Foster Youth Services Coordinating Program Presents: Trauma-Informed Practices for Schools (TIPS) Training

*Almost half the nation's children have experienced at least one or more types of serious childhood trauma, according to a new survey on adverse childhood experiences by the National Survey of Children's Health (NSCH). Even more concerning, nearly a third of U.S. youth age 12-17 have experienced two or more types of childhood adversity that are likely to affect their physical and mental health as adults. (acestoohigh.com)*

*Trauma healing and resiliency training can help to mitigate the negative social, emotional, and physical health impacts of trauma.*



### SPECIAL SPEAKERS:

- Kristina Benson, Templeton USD
- Julie DeFranco, Child Welfare Services
- Jessica Thomas, San Luis Obispo COE

### PARTICIPANTS AT THIS TRAINING WILL:

- Gain greater understanding of the physiological impacts of trauma on the brain and impacts on student behaviors and ability to learn.
- Understand the lifelong impacts of trauma for students if left untreated and why it is important to create trauma sensitive learning environments.
- Receive resources and materials for the classroom.

### CONTENT FROM THIS TRAINING SUPPORTS LOCAL CONTROL ACCOUNTABILITY PLAN PRIORITY AREAS:

- Student Engagement and School Climate.

### SCHEDULE

#### Future Sessions:

Trainings can be tailored to meet the specific needs of your school district or school site.

**CONTACT** Jessica Thomas to arrange a presentation.

#### CONTACT:

Jessica Thomas  
Phone: (805) 782-7268  
Email: [jthomas@slocoe.org](mailto:jthomas@slocoe.org)

# ASPEN

**A**ll

**S**chools

**P**arenting

**E**mpowerment

**N**etwork

Collaborating with schools to recruit, train, and support resource families so that children can stay in their school of origin with their friends, teachers, counselors, coaches, and community.

# Foundational Beliefs

Communities  
take care of the  
children who  
live there

Students have a  
right to stay in  
their own  
schools while in  
foster care

Schools are  
uniquely able to  
identify people  
who are invested  
in the well-being  
of the students  
who attend those  
schools

Families are  
more willing to  
be resource  
families if they  
control the  
parameters of  
students they  
serve

Foster kids who  
go to the same  
school as other  
children in the  
home stay  
connected to  
school

## Agreements

## Outcomes

## Key Players

## Fundamentals

## Relationships

- An MOU was developed and signed between the Department of Social Services and the San Luis Obispo County Office of Education
- Outcomes were developed that included contact with all Title One schools and all administrators within the county for Year One to develop awareness and to identify potential resource families
- People who would be responsible for the success of the program were identified and roles were assigned
- Fundamental message points were agreed upon for consistent communication for Year One
- Relationship building was strategically planned to ensure success for future contacts



# Message Points for all Presentations

- New Pathway to becoming a Resource Family
- There is a need in our District for Resource Families to meet the needs of our own children at this school
- You might be interested now, in the future, or even know someone who could be interested in this new pathway
- This pathway allows you to open your Resource Home to a child from this school at that child's greatest time of need with support from DSS
- You would be trained and supported financially and strategically from multiple sources. You are not alone!

# Timeline for Implementation in Year One

## Months One through Six

- Planning and Development
- Identify team members and assign roles between agencies
- Develop MOU, prepare materials, produce video
- Prioritize school-based contacts
- Make initial contacts with administration
- Set tentative meetings to share information
- Learn individual district protocols for distributing information (school connected organizations)
- Set calendar and timelines
- Meet with priority staff at school sites
- Attend administrative meetings, staff meetings etc as well as all open parent events at school

## Months Seven through Twelve

- Implementation and Evaluation
- Identify parent groups with the largest number of members (foundations, boosters, clubs, service organizations)
- Set meetings with each group with education representative and DSS staff
- Develop database of interested resource families
- Begin resource family training
- Train DSS and School staff
- Revisit schools with potential resource families to introduce concept of support groups
- Continue to refine materials

# Plan to Include School Partners

## Former School Administrator Coordinates Contacts

1st contacts by telephone, by appointment and by social media, including email depending on prior relationships with schools.

Meetings are set up by SLOCOE and attended by both SLOCOE and DSS.

## DSS staff assigned to help in presentations

Schools are highest priority.

Focus on nurses, school staff, administrators, and foster liaisons.

In first semester presentations are given to parents are given at school-wide events.

Focus on parent booster groups, support groups and community service organizations in second semester.

## Joint Duties between DSS and SLOCOE

Accountability for accuracy of information.

Recognition of community need and community responsibility for all children.

Support for any person who shows interest, even if it is a future commitment.

Communication regarding ASPEN and its materials.

Training and fidelity.

# We got Real...

- Video...

# Outcomes / Lessons Learned / Moving Forward...

- 2007 ASPEN – 40 families fingerprinted - Lessons Learned
- Moving forward – New resources via CCR - Countywide effort
- Joint conversation – All contribute
- ASPEN is a living program – changing with the needs of the youth.
- How check outcomes – monthly feedback, tracking data, ...
- Reaching greater number of potential resource families by working with the schools.

# How do I get more information ?

## Materials

Review the handouts provided today; ASPEN Brochure, FAQ, Website, “Message Points” cards.

## Call

Call Julie DeFranco, DSS 805-781-1845  
or  
Jessica Thomas, FYSCP 805-782-7268

## Visit

Visit [www.slofostercare.com](http://www.slofostercare.com) for more information



# Trauma Toolbox



Created by Ron Huxley, LMFT

Sponsored by the San Luis Obispo County Department of Social Services

# Trauma Toolbox

## Contents

01

Welcome to the  
Trauma Toolbox

03

Emotional Regulation Skills

02

The Road to Resilience

04

Trauma-Informed Tools for  
The Home



# Trauma Toolbox

## Contents

05

Trauma-Informed  
Tools for School

07

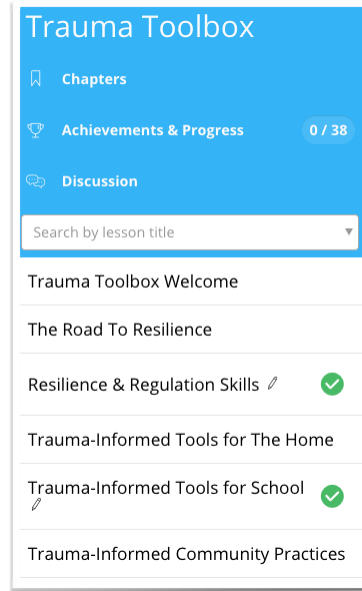
Quizzes and Certificates

06

Trauma-Informed Community  
Practices / Resources

# Online Course

- Learning Mgt System
- Videos
- Handouts
- Reflection Journal
- Quizzes
- Discussion Forum
- Certificate



The screenshot shows the 'Trauma Toolbox' course interface. It features a blue header with the course title and navigation options: 'Chapters', 'Achievements & Progress' (0 / 38), and 'Discussion'. Below the header is a search bar labeled 'Search by lesson title'. The main content area lists several lessons: 'Trauma Toolbox Welcome', 'The Road To Resilience', 'Resilience & Regulation Skills' (with a green checkmark), 'Trauma-Informed Tools for The Home', 'Trauma-Informed Tools for School' (with a green checkmark), and 'Trauma-Informed Community Practices'.



# Online Course

- Lower Cost
- Mass Delivery
- Comfort and Convenience
- Self-Paced
- Universal, Common Language
- Easy Updates

The image shows a screenshot of an online course interface. On the left is a sidebar menu titled "Trauma Toolbox Welcome". Underneath, it lists "The Road To Resilience" with several sub-items: "Module 1 Objectives" (TEXT), "The Road To Resilience: How Did We Get Here?" (TEXT), "The Road To Resilience: Where Are We Going?" (TEXT), "The Science of Resilience" (MULTIMEDIA, highlighted with a green circle), "Get Your ACE Score: ACES Quiz" (TEXT), "How Resilient Are You?: Resiliency Quiz" (TEXT), "Handouts" (TEXT), "Resilience & Regulation Skills" (with a green checkmark icon), and "Trauma-Informed Tools for The Home".

On the right is a video player window titled "The Science of Resilience". The video content shows a balance scale with a person silhouette in the center. The left pan is higher and contains three red blocks with minus signs (-). Below it is the text "NEGATIVE OUTCOMES". The right pan is lower and contains three green blocks with plus signs (+). Below it is the text "POSITIVE OUTCOMES". A play button icon is overlaid on the scale.

# What is Trauma?

“Trauma is a widespread, harmful and costly public health problem.”

–Substance Abuse and Mental Health  
Services Administration (SAMHSA)

# Three Levels of Stress

## Positive

Support

Brief increases in heart rate and mild elevations in hormone levels.

## Tolerable

Support

Serious, temporary stress responses.  
Recovery time.

## Toxic

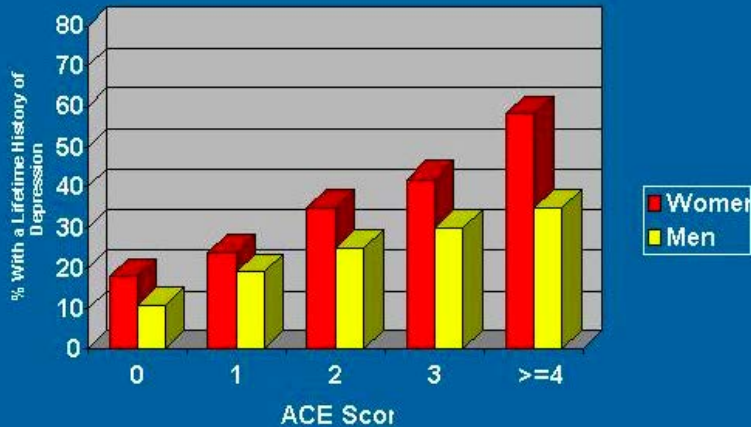
No Support

Strong, frequent, and /or prolonged adversity.

- Every baby is born with about 100 billion neurons = Milky Way Galaxy.
- 8th month = 1000 trillion connections in the brain.
- Healthy toddler = 2 million synaptic impulses per second.
- Adult brain weighs 3 lbs.
- Size of a cantaloupe.
- Uses 20% of the bodies oxygen.
- Right and left hemispheres.
- "The little engine that could!"



## Childhood Experiences Underlie Chronic Depression



## Developmental and Interpersonal Trauma

Adverse Childhood Experiences study linked Chronic *Physical and Mental Health Issues* to *Childhood Abuse* and *Adverse Events*.



# “PTSD”

The United States has been involved  
in 25 wars.

Work with veterans has helped to  
understand and treat.

1952 American Psychiatric  
Association and “Diagnostic  
Statistical Manual of Mental  
Disorders”



# Mental Health Tools

+ Make writing a regular habit.

+ Understand motivations and struggles easily.

Trauma leaves us feeling out-of-control so we...

Try and control everything to feel safe resulting in ...

Power-struggles over who is the most powerful!



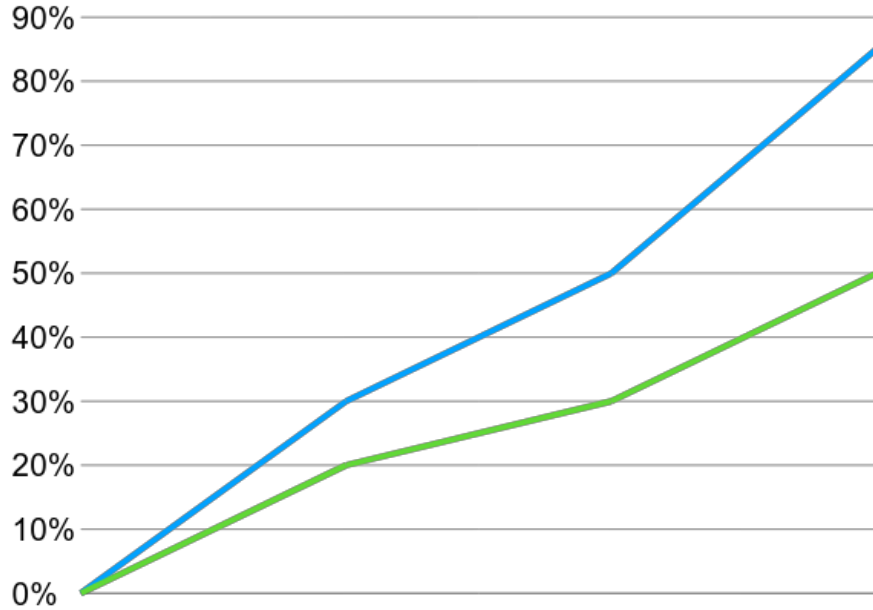
## Butterfly Hug

- Modification of EMDR
- PTSD, Dissociative Disorders, Anxiety, Sport Performance...
- Rebuilds Damages Limbic System.
- Balances Autonomic Nervous System.
- Attachment Tool!

# The Two-By-Ten Strategy



- Relationship building.
- Identify the most difficult student.
- Two minutes a day, have a conversation about anything.
- Ten days in a row...



**IDENTIFIED STUDENT  
IMPROVED**

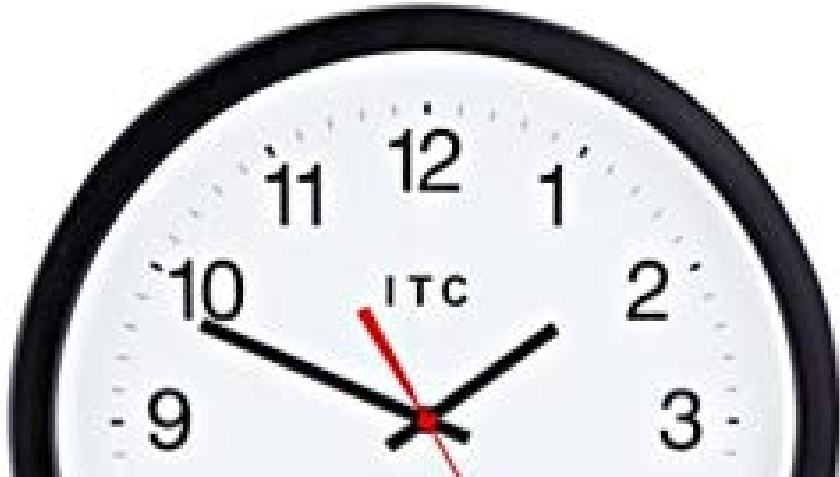


**ENTIRE CLASSROOM IMPROVED**

**AND THE TEACHER FELT  
POSITIVE ABOUT EFFORTS!**

# Classroom Improvement

**“You begin to see the child  
in a different light.”**



**Use a subtle approach:**

**Talking and walking to recess,  
music, PE.**

**Check in at lunch or end of the day.**

A solid blue vertical bar is positioned on the left side of the slide, extending from the top to the bottom.

## References:

“Assuming the Best”, by R. Smith & M. Lambert,  
Educational Leadership, Sept., 2008

<http://inservice.ascd.org/two-minutes-to-better-student-behavior/>



“Who is your most difficult student and how can you start a two minute conversation?”



Reflection Journal Topic

# What is Trauma?

“Trauma is a widespread, harmful and costly public health problem.”

—Substance Abuse and Mental Health Services Administration (SAMHSA)

s feeling out-of-control so we...

everything to feel safe resulting in ...

over who is the most powerful!



R

REALIZE the impact of trauma.

R

RECOGNIZE the signs of trauma.

R

RESPOND in policies, practices, and procedures.

R

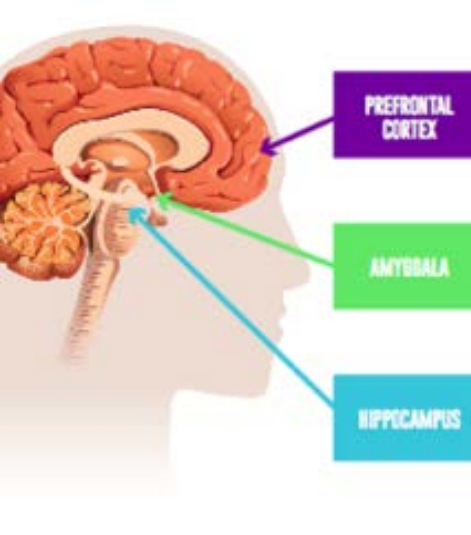
RESIST retraumatization.

Trauma-Informed Care

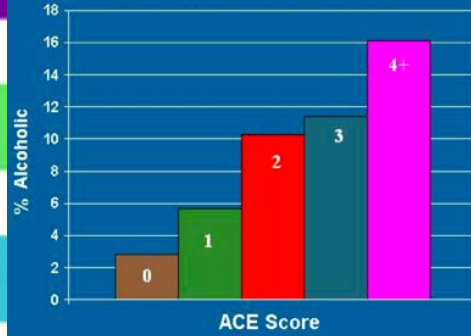


Butterfly Hug

- Modification of EMDR
- PTSD, Dissociative Disorders, Anxiety, Sport Performance...
- Rebuilds Damages Limbic System.
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## Childhood Experiences vs. Adult Alcoholism

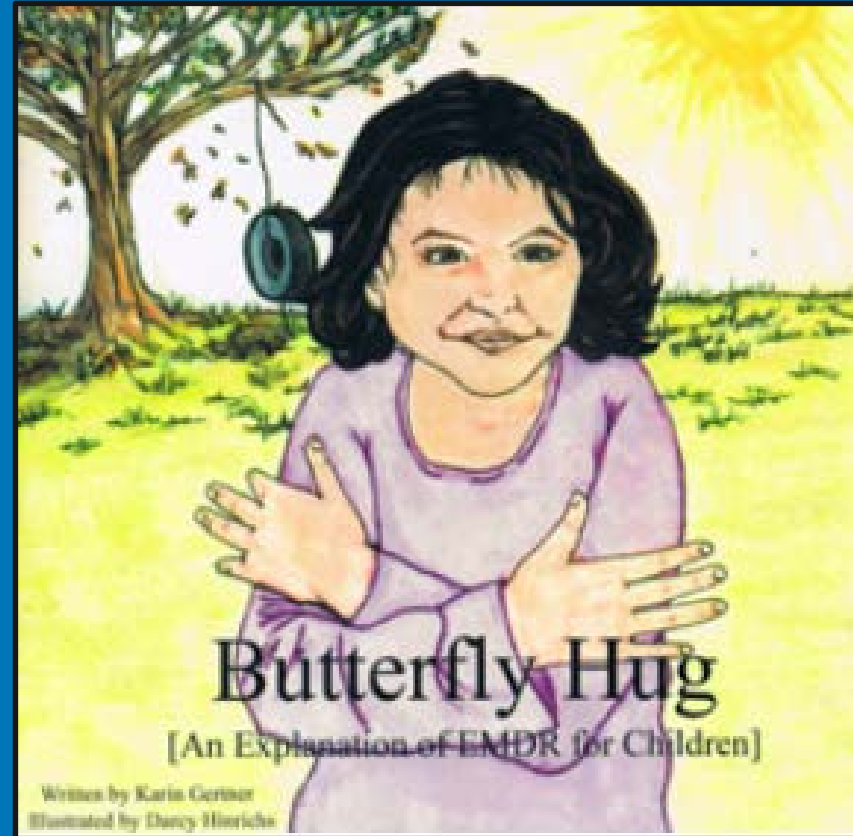


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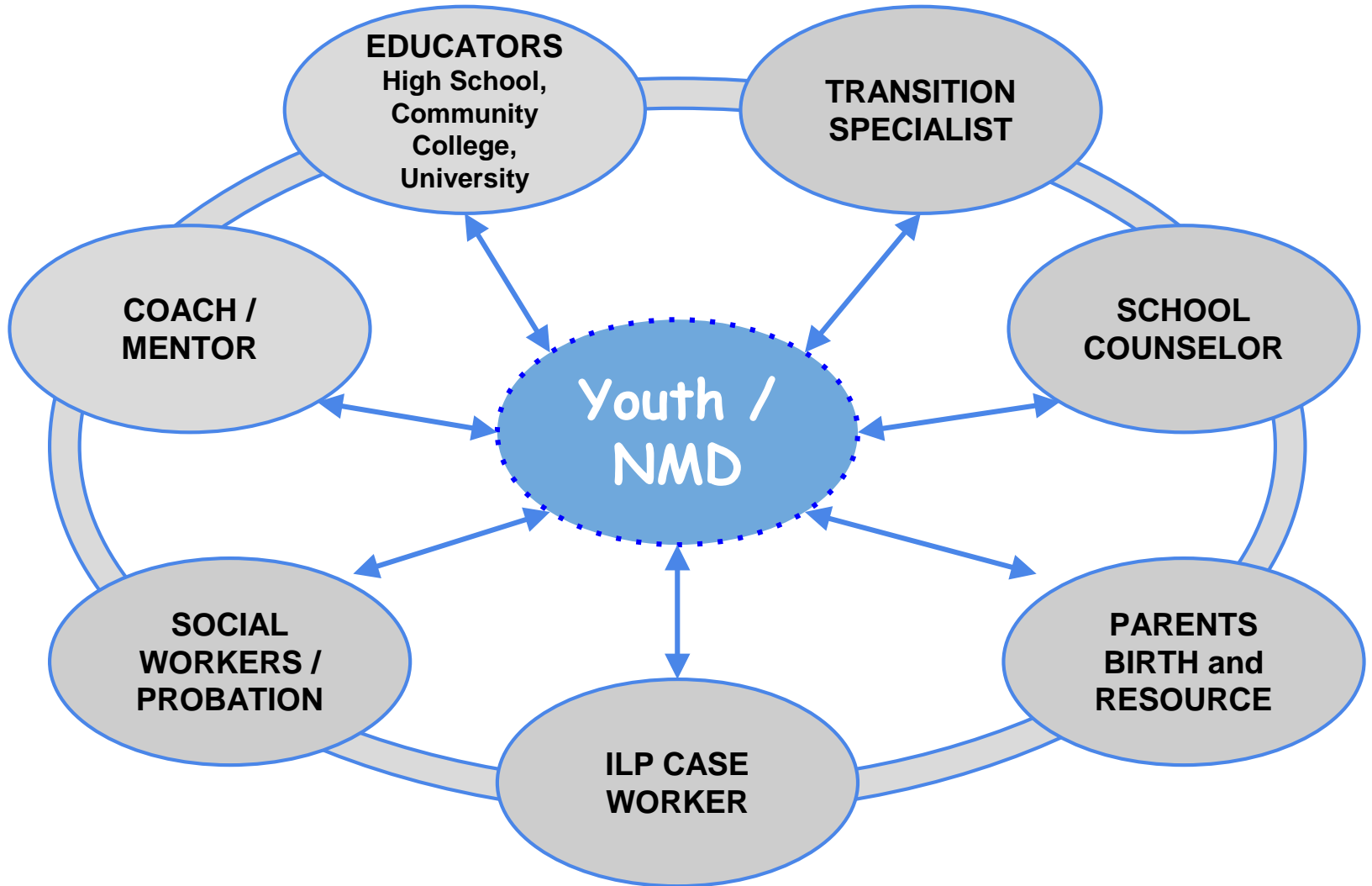


# Instructions:

1. Hold out your hands, palms facing up.
2. Place your left hand on your right shoulder.
3. Place your right hand on your left shoulder.
4. Alternate tapping your hands or fingers, on each shoulder, left-right, left-right, in a slow rhythm.
5. Breathe slowly and deeply.
6. You can close your eyes.
7. Observe your thoughts and feelings without judging or controlling them. Just notice them.
8. Now think about a calm, positive event in your life. It can be real or imagined.
9. Think about the event in as much detail as possible. What are the colors, shapes, noises.
10. Continue tapping for 15-20 times and do every day and as often as you want.



# Trauma Toolbox





# Taylor's Story

# Wrap Up & Questions

## Increase:

- School attendance and connectedness
- Child resilience, self-care, empowerment
- Consistent understanding of emotional dysregulation and well-being
  - What it looks like
  - How to respond
  - Utilization of Trauma Tools by Educators, Resource Parents, Birth Parents and others on the child/youth's team
- Placement stability
- Reunification
- Graduation rates, matriculation to higher education, and career technical education (TAY-FAP)

## Decrease:

- Re-entry into care rates
- Higher levels of care
- Drop out rate
- The use of drugs and alcohol

*Hope is a powerful motivator...*



# Collaborative

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