Taylor’s Story
"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
Child & Youth Counseling Resources:

- Teacher
- School Counselor
- Coach
- Mentor
- CASA
- Social Workers / Probation
- Resource Parents
- Birth Parents
- Child & Family Team Meetings
- CORE Practice Model
- Continuum of Care Reform
- Joint Management Structure
- Child/Youth Voice
- Trauma Informed
- Birth Parent & Resource Parent Engagement
AGENDA

• Formation of a Collaborative Partnership
• FPRRS/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
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
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

<table>
<thead>
<tr>
<th>Location</th>
<th>Not Placed In Home Community</th>
<th>Placed in Home Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arroyo Grande</td>
<td>48</td>
<td>29</td>
</tr>
<tr>
<td>Atascadero</td>
<td>39</td>
<td>20</td>
</tr>
<tr>
<td>Morro Bay</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Nipomo</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>Paso Robles</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>55</td>
<td>9</td>
</tr>
</tbody>
</table>

Snapshot of Children in Foster Care
As of 12/31/2016
Collaborative Goals

School stability
Placement stability
Understanding, recognizing, & responding to trauma consistently
Resilience
Emotional regulation/Self Care
Tools for teachers, and parents

Suspension & expulsions
Dropout rates
Placement moves
Low self-esteem
Additional Trauma
Maladaptive coping
“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%

http://data1.cde.ca.gov/dataquest/
Transitional Age Youth - Financial Assistance Program

TAY-FAP Success

Updated data pending
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
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. (acsstoohigh.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.
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**
<table>
<thead>
<tr>
<th>Agreements</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An MOU was developed and</td>
<td>• Outcomes were developed that included contact with all Title One</td>
</tr>
<tr>
<td>signed between the</td>
<td>schools and all administrators within the county for Year One to develop</td>
</tr>
<tr>
<td>Department of Social</td>
<td>awareness and to identify potential resource</td>
</tr>
<tr>
<td>Services and the San</td>
<td>families</td>
</tr>
<tr>
<td>Luis Obispo County Office</td>
<td>• People who would be responsible for the success of the program were</td>
</tr>
<tr>
<td>of Education</td>
<td>identified and roles were assigned</td>
</tr>
<tr>
<td></td>
<td>• Fundamental message points were agreed upon for consistent</td>
</tr>
<tr>
<td></td>
<td>communication for Year One</td>
</tr>
<tr>
<td></td>
<td>• Relationship building was strategically planned to ensure success for</td>
</tr>
<tr>
<td></td>
<td>future contacts</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th><strong>Materials</strong></th>
<th>Review the handouts provided today; ASPEN Brochure, FAQ, Website, “Message Points” cards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Call</strong></td>
<td>Call Julie DeFranco, DSS 805-781-1845 or Jessica Thomas, FYSCP 805-782-7268</td>
</tr>
<tr>
<td><strong>Visit</strong></td>
<td>Visit <a href="http://www.slofostercare.com">www.slofostercare.com</a> for more information</td>
</tr>
</tbody>
</table>
Welcome to the Trauma Toolbox

The Road to Resilience

Emotional Regulation Skills

Trauma-Informed Tools for The Home
Trauma Toolbox

Contents

05  Trauma-Informed Tools for School

06  Trauma-Informed Community Practices / Resources

07  Quizzes and Certificates
Online Course

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

- Lower Cost
- Mass Delivery
- Comfort and Convenience
- Self-Paced
- Universal, Common Language
- Easy Updates
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 body’s oxygen.
• Right and left hemispheres.
• “The little engine that could!”
Adverse Childhood Experiences linked Chronic Physical and Mental Health Issues to Childhood Abuse and Adverse Events.

Developmental and Interpersonal Trauma

Childhood Experiences Underlie Chronic Depression

% With a Lifetime History of Depression

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>&gt;=4</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>
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...
Classroom Improvement

Identified student improved 85%

Entire classroom improved

And the teacher felt positive about efforts!
“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.
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)

Childhood Experiences vs. Adult Alcoholism

- 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!”
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.
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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**Jessica Thomas**, Sr. Coordinator, Foster Youth Services Coordinating Program, San Luis Obispo County Office of Education, 805-782-7268, jthomas@slocoe.org

**Kathy Hannemann**, Assistant Superintendent, Atascadero Unified School District (Retired), Administrative Coach and Student Teacher Supervisor, 805-431-4248, khannemannconsulting@gmail.com

**Ron Huxley, LMFT**, Specializing in Trauma and Attachment, 805-709-2023, rehuxley@gmail.com, website resource [www.ronhuxley.com](http://www.ronhuxley.com)