

Domain 2: Student and Family Involvement

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National Council Faculty



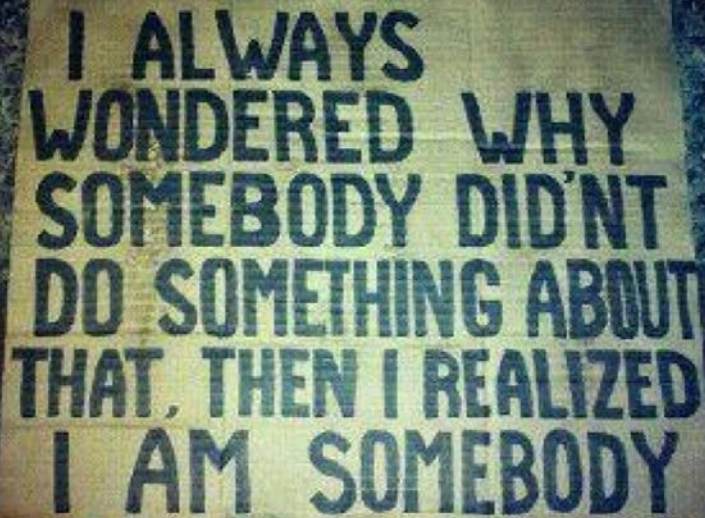
Pamela Black, MEd
Exclusive External Consultant
National Council for Behavioral Health



Linda Henderson-Smith, PhD, LPC
Director of Children and Trauma-
Informed Services
National Council for Behavioral Health

Overview

- Listening to Students
- Empowering families & Students—Domain #2
- What Does this Mean in a Trauma-Sensitive School and classroom?
- What are some of the barriers to making this happen in our schools?



I ALWAYS
WONDERED WHY
SOMEBODY DIDNT
DO SOMETHING ABOUT
THAT, THEN I REALIZED
I AM SOMEBODY

Listening to our Students



Let's
Talk
About
it...



Students and Families Standards of Domain #2

- **Having a Voice**
- **Finding a Connection**
- **Providing Feedback**



Why do we need to engage families and parents?



Trauma-Sensitive School Values

- **Safety**
- **Trustworthiness and Transparency**
- **Collaboration and Mutuality**
- **Empowerment**
- **Voice and Choice**

(Fallot 2008)



Domain 2: Family Voice

Standard A

- Families' voice and choice are respected and encouraged.
 - ❖ Their student's educational plans
 - ❖ School activities
 - ❖ Creating and reviewing building practices and policies



Domain 2: Student Voice

Standard A

- Student voice and choice are respected and encouraged.
 - ❖ Their own educational plans
 - ❖ School activities
 - ❖ Creating and reviewing building student practices



Student Interview

1. In general, is your work hard? A S N
2. In general, is your work easy: A S N
3. When you ask for help appropriately, do you get it? A S N
4. Do you think work periods for each assignment are too long? A S N
5. Do you think work periods for each assignment are too short? A S N
6. When you do seatwork, do you do better when someone works with you? A S N
7. Do you think people notice when you do a good job? A S N
8. Do you think you get the rewards you deserve when you do well? A S N
9. Do you think you would do better in school if you received more rewards? A S N
10. Are there things in the classroom that distract you? A S N



Student Interview

1. _____ Teacher writes “100” on your paper. (A)
_____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
_____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
_____ Teacher writes “100” on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
_____ Be first to finish your work. (CM)
5. _____ Be free to do what you like. (I)
_____ A bag of chips. (CN)
6. _____ Teacher writes “100” on your paper. (A)
_____ Classmates ask you to be on their team. (P)



Domain 2: Family Focused Standard B

There is parent representation on the following:

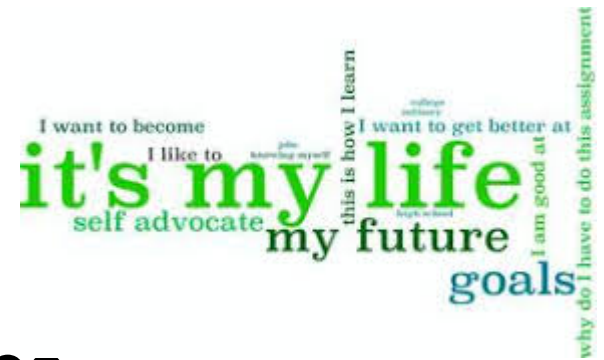
- Policy and procedures committees
- Key standing committees
- Task forces
- Workgroups
- New staff interviewing and hiring panels



Domain 2: Student Focused Standard B

There is student representation:

- Student procedures committees
- Task forces-bullying/dress code
- Workgroups for school events
- New staff interviewing and hiring panels



Polling Question 1

Do parents or students serve on any committees or work groups in your school or district?

Yes

No

Do you seek input from parents and students when creating procedures in practices?

Yes

No

Do you make a special effort to gain input from parents or students impacted by trauma?

Yes

No



Domain 2: Student and Family Focused – Formal Feedback Standard C

Formal system in place to:

- Continuously gathering student and family feedback
- Identify problem areas
- Make improvements as needed



Domain 2: Students and Families

High priority placed on seeking student and family perception of:

- Safety
- Choice
- Collaboration
- Trust
- Empowerment



Flaws in Gathering **Useful** Feedback

People may not give you useful feedback **unless**:

1. You make it easy for them. 
2. You make it comfortable for them. 
3. You focus on the service attributes most important to them. 

Done through:

- Surveys / Focus Groups
- Interviews
- Home Visits

Domain 2: Student and Family

Receive Information

Standard D

- About their plans:
 - ❖ Behavioral
 - ❖ Social and Emotional
 - ❖ Safety
 - ❖ Crisis
 - ❖ Academic
- About their rights:
 - ❖ Confidentiality
 - ❖ Support
 - ❖ Accommodations



Domain 2: Student and Family Receive Training Standard E

- ACEs
- The Impact of Trauma on Life and Learning
- What they can do as parents for their children
- What they can do for themselves
- Where they can get support
- Advocacy skills



Polling Question 2

We have engaged parents and families in our trauma-sensitive schools training events.

Yes

No

We have included a parent or secondary student on our presentation teams.

Yes

No



Domain 2: District & School Avoid Coercion as a Response Standard F & G

Student's actions, choices & preferences are opposed to:

- Personal educational, behavioral, or safety plans
- School and district policy
- Majority cultural values
- Expected societal values



Domain 2: Student and Family Voice

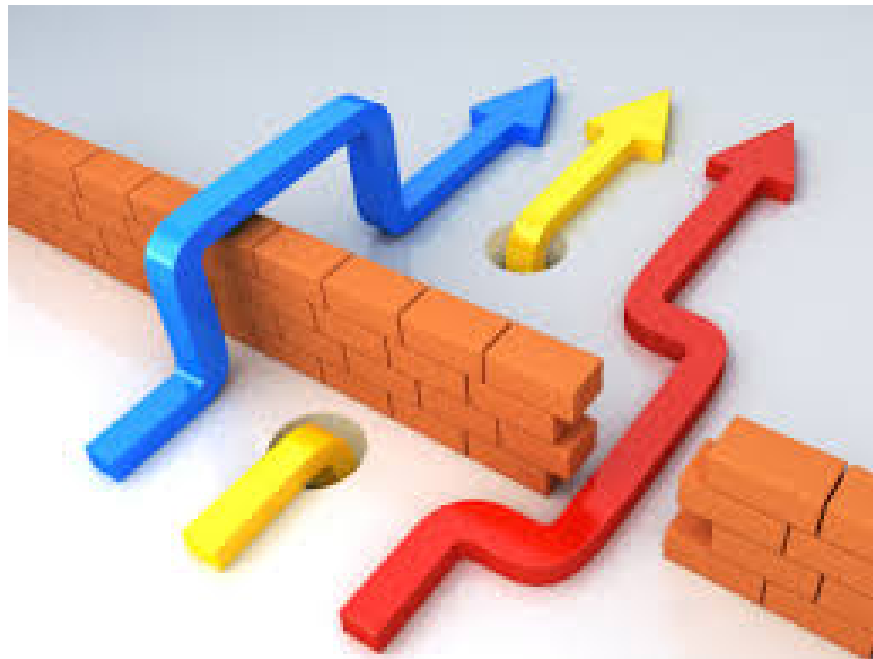
- Students and Families' voice and choice are respected and encouraged
- They receive information about their rights and program opportunities:
 - Education/information regarding impact of trauma
 - Exploration of options
 - Conversations and supports avoid direct or subtle coercion or punitive actions



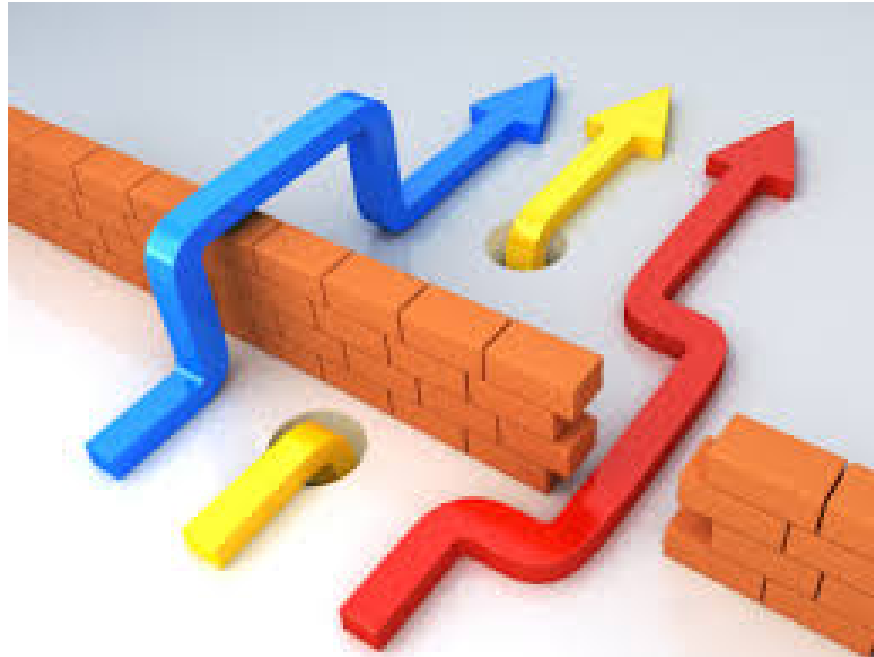
What are the barriers to engaging parents and students?



How do we increase **parent communication** in the school?



How do we increase **student voice** in the classroom?



The Responsive Classroom

Polling Question 3

We have at least 1 parent with lived experience on our Core Implementation Team.

Yes

No

We have sought out parent and/or student feedback on the emotional, social, behavioral, physical or academic safety of our school for their children.

Yes

No



Moving Forward with Implementation



Gathering Input/Communicating for Buy In

Gain staff buy in for increasing student and parent voice and choice in a trauma-sensitive way.

- Reason for increased input.
- They will be seeking the increased input.
- Train to communicate in a trauma-sensitive manner.



Making It Stick: What Gets in the Way?

Tokenism: Perfunctory effort or symbolic inclusion of a group..or, a substitute for the real thing.

Manifests in:

- Just for looks—seen, counted, but not heard
- Not paying for expert advice—expecting the person to volunteer **
- Expecting the status quo—expecting the person to say yes, remain passive, i.e. not inviting them to speak their truth.



ARE YOU READY?

- Assess your resources:
- Cultural/attitudinal:
 - Does your school culture allow for true collaboration between families and students impacted by trauma?
 - Have you had honest, safe conversations about power and shared decision-making?
 - Do you know what you will be doing with and for the families and students?



RESOURCES



- Can you train parents and students to take on the collaboration role?
- Can you provide mentors to assist them prepare for challenging encounters?
- Can you provide other needed support?

Parent Skill Development

- Peer skill development
 - Organization is prepared to assist in skill development
 - Organization understands ‘where’ the peer comes from
- Leadership training
- Storytelling training
- Group facilitation/training skills training and mentoring
- Accountability for co-facilitator and leadership group facilitators



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Contact Information

Linda Henderson-Smith, PhD, LPC

lindahs@thenationalcouncil.org

Twitter Handle: @DrLYHSmith

Pamela Black, M.A.,M.A

pblacktse@gmail.com

847-707-2490

