



**National Center  
for School Safety**

# **Trauma-Informed, Resilience- Oriented Schools (TIROS) Learning Community Charter**

*This Learning Community is offered by the National Center for School Safety at the University of Michigan School of Public Health in partnership with the National Council for Behavioral Health.*

**NATIONAL COUNCIL  
FOR BEHAVIORAL HEALTH**



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## Learning Community Goals and Objectives

**Goal:** Trauma-Informed Resilience-Oriented Schools (TIROS) is an innovation in which schools infuse the core values of safety, trust, choice, collaboration, empowerment, peer support, diversity and inclusion into their Multi-tiered System of Support’s practices, assessments and program adjustments. The school acknowledges the high prevalence of traumatic exposure for students, the importance of staff wellness and strives to meet the unique needs of all learners.

Research shows that TIROS not only improves student outcomes like improved academic outcomes, student engagement and improved behavioral outcomes, but it can also reduce burnout and improve staff capacity and experience which in turn reduces turnover and call outs.

Therefore, the goal of this Learning Community series is to engage a group of schools in meaningful peer-to-peer learning, through sharing successes and barriers as well as skill building capacity as it relates to the implementation and expansion of trauma-informed resilience-oriented schools. With a team of experts, schools will build their knowledge of TIROS key principles and learn some of the TIROS framework implementation elements.

### Participant learning objectives:

- Gain knowledge and understanding of the key components of a trauma-informed, resilience-oriented school through didactic presentations
- Participate in discussions with peers and experts to learn about successes, challenges, and sustainability as it relates to implementing the TIROS framework
- Share TIROS implementation experiences and receive feedback from peers and experts for continued improvement and implementation
- Provide feedback to experts and evaluators on current successful implementations of TIROS, as applicable, and participate in efforts to better understand effective TIROS implementation components and fidelity elements
- Access tools and resources for implementing the TIROS framework within participant's school.

### Staff and Faculty

Facilitator/Moderator	Linda Henderson-Smith, Ph.D., LPC	<a href="mailto:LindaHS@TheNationalCouncil.org">LindaHS@TheNationalCouncil.org</a>
Subject Matter Expert	Pamela Black, M.Ed.	<a href="mailto:pblacktse@gmail.com">pblacktse@gmail.com</a>
Project Manager	Sarah Flinspach	<a href="mailto:SarahF@TheNationalCouncil.org">SarahF@TheNationalCouncil.org</a>

## Curriculum

Session	Date	Topic	Faculty/SME
Session 1	3/9/21, 2:30p – 4p EST	<p><b><u>Creating a Safe and Secure Environment for Students and Staff</u></b></p> <ul style="list-style-type: none"> <li>• <b>Description:</b> The foundation for all schools to reach actualization is safety. In this learning session we will explore the different types of safety, how they look in a TIRO School and ways to address common safety concerns.</li> <li>• <b>Objectives:</b> <ol style="list-style-type: none"> <li>(1) Identify safety considerations for staff and students</li> <li>(2) Identify 3 ways to address safety concerns</li> <li>(3) Provide context to begin to address moral and cultural safety as part of your TIRO school culture</li> </ol> </li> </ul>	Linda Henderson-Smith and Pam Black
Session 2	4/13/21, 2:30p – 4p EST	<p><b><u>Developing Diverse and Inclusive Hiring and Human Resource Processes</u></b></p> <ul style="list-style-type: none"> <li>• <b>Description:</b> Research indicates that diverse teams are more effective and efficient. In this learning session we will explore the impacts of subconscious thoughts on hiring and human resource processes and how diversity and inclusion impact outcomes within the school.</li> <li>• <b>Objectives:</b> <ol style="list-style-type: none"> <li>(1) Understand the impact subconscious thoughts have on hiring, interview, and appraisal processes</li> <li>(2) Describe what diverse and inclusive hiring and performance processes are</li> <li>(3) Explain the importance of cultural competence training and self-reflection on building a resilient workforce</li> </ol> </li> </ul>	Linda Henderson-Smith and Pam Black

Session 3	5/11/21, 2:30p – 4p EST	<p><b><u>Addressing Educational Disparities in the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• <b>Description:</b> Research indicates that students who have experienced intergenerational trauma and/or complex trauma have major differences in their academic outcomes. This learning session will explore the impacts of trauma on learning, other causes of educational disparities, and ways to address the disparities.</li> <li>• <b>Objectives:</b> <ol style="list-style-type: none"> <li>(1) Understand the impact intergenerational trauma has on academic outcomes</li> <li>(2) Describe what a trauma-informed resilience-oriented classroom looks like</li> <li>(3) Provide trauma-informed resilience-oriented strategies for addressing educational disparities</li> </ol> </li> </ul>	Linda Henderson-Smith and Pam Black
Session 4	6/15/21, 2:30p – 4p EST	<p><b><u>Addressing Challenging Behaviors in the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• <b>Description:</b> Students who have experienced trauma often respond in their fight, flight, or freeze response. Either of these responses can be challenging to manage within a classroom setting. This learning session will explore co-regulation and other strategies for managing challenging behaviors in the classroom.</li> <li>• <b>Objectives:</b> <ol style="list-style-type: none"> <li>(1) Discuss the reasons why negative consequences and punishment are not effective approaches for changing challenging behavior</li> <li>(2) Identify specific lagging skills that may interfere with positive acceptable behavior</li> <li>(3) Describe methods for teaching those skills and supporting their development</li> <li>(4) Explain how the practices of regulation, relating, and reasoning are important to this process</li> </ol> </li> </ul>	Linda Henderson-Smith and Pam Black



## Case Presentations

During each Learning Community session, a participant will present their school's "case," providing an overview of TIROS within their school by describing challenges, successes, and opportunities they have experienced related to TIROS implementation. Case presentations are truly the core of every Learning Community session and each participant who chooses to present will gain access to unique feedback and questions from a wide range of peers and experts in an all-teach, all-learn modality. The Learning Community session facilitator will moderate the case presentation and discussion portion of every session to ensure all participants have a chance to engage in the peer-to-peer learning.

To submit a case to present during a session, complete this form linked here (link coming soon) and submit to [SarahF@TheNationalCouncil.org](mailto:SarahF@TheNationalCouncil.org).

## Frequently Asked Questions

### **What will you gain by participating?**

The goal of this Learning Community series is to engage a group of schools in meaningful peer-to-peer learning, through sharing successes and barriers as well as skill building capacity as it relates to the implementation and expansion of trauma-informed resilience-oriented schools.

### **Are there requirements for participating?**

There are no costs associated with participating in this Learning Community series. We ask that you or a member from your school participate in most, if not all, of the 4 sessions within the series. This will ensure that you and your team will get the most from this opportunity.

### **How will I receive the materials to prepare for each session?**

A few days before each session, participants will receive the presentation slide deck along with any additional materials needed before each session. Participants will also receive the recording and survey after each session, along with any other resources reviewed and discussed.



**Will I have a chance to provide feedback and share thoughts after each session?**

Yes! Your feedback directly guides our direction and content shared on each session. All participants will be directed to complete a post-session survey after each Learning Community session to share your feedback with us.

**Is there a cap on the number of participants?**

Yes, there is a cap of 80 participants (20 schools, teams of 3 – 4 leaders) for this Learning Community opportunity. Applications will be reviewed once the registration closes on February 4, 2021 and all applicants will be notified if they are accepted into the opportunity or added to the waiting list within several weeks.

**If you have any questions, please contact**  
[SarahF@TheNationalCouncil.org](mailto:SarahF@TheNationalCouncil.org)