

# **Philadelphia ACE Task Force Meeting**

Date: Wednesday, October 18<sup>th</sup>, 2017 Time: 3-5pm

Location: 440 N Broad St. Philadelphia, PA 19102

### Agenda:

- **1.** Welcome & Introductions (3:05 3:15pm)
- **2.** ACE Messaging Materials (3:15 4:00pm)
  - a. Overview of the ACEs Messaging Group (3:15 3:20)
  - b. Older Adults Messaging Group (3:20 3:30)
  - c. Parents of Young Children (3:30 3:40)
  - d. Youth Messaging Group (3:40 3:50)
  - e. Small group discussion regarding how individuals can use these materials at their organizations and in their communities (3:50 4:00pm)
- **3.** School District of Philadelphia and their plan for trauma-informed school practices (4:00 4:50)
  - a. Presentation from the School District of Philadelphia (4:00 4:40)
  - b. Small Group discussions regarding how Task Force members can support (4:40 4:50)
- **4.** Closing Remarks (4:50 5pm)

#### Minutes:

- **5.** Welcome & Introductions
  - a. Jeanne and Katie opened the meeting and provided a brief overview of the purpose of the Community of Practice and their roles in leading it
  - b. Community of Practice members did a shortened version of a Community Meeting
  - c. Brief overview of the agenda
- **6.** ACE Messaging Materials presentation and celebration (3:15 4:00pm)
  - a. Introduction to the work
    - i. Three-year process of developing messages for three different target audiences
    - ii. Had difficult conversations about trauma and oppression, which helped the group to develop solid messages
    - iii. Thank you to our funders: First Hospital Foundation, Atlantic Health Systems, and in-kind support from Thomas Scattergood Foundation
  - b. Older Adults and Parents of Young Children Messaging Groups
    - i. Group felt strongly about community inclusion and authentic engagement
    - ii. Conversations about ethics in testing
    - iii. Group tested messages at block captains rally
      - 1. Most block captains had never heard of ACEs
      - 2. Tested messages with about 130
      - 3. For Older Adults the message that resonated the most was the "You Can Be the One" was the most popular message
      - 4. Roughly 60 individuals were interested in follow-ups with more information which led to the development of a community training with People's Emergency Center
    - iv. ACEs Messaging Group largely felt that this is good news that needs to be shared
    - v. Connection to healthy aging and health across the life span which helped to develop messages for older adults
  - c. The group plans to go out into the community to share this work



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- d. Goal to develop trauma-informed neighborhoods and communities
- e. Youth Messaging Group
  - i. Process of developing materials
    - 1. November 2016 brought together teens at the UrbanPromise Summit and did a brief introduction about ACEs and brainstormed methods for messaging to youth
    - 2. April 2017 conducted a day-long session about ACEs, trauma, and resilience; brought in consultants to work with young people develop messaging campaigns
  - ii. Presentation of materials themselves
    - 1. Early concepts developed by youth and further developed professional drafts
      - a. Two campaigns one focused on ACE awareness and one focused on storytelling
  - iii. Will be developing a web-based platform and further campaigns
- 7. School District of Philadelphia presented their plan for trauma-informed school practices
  - a. School District has been members of the Task Force for several years now and have supported our work
  - b. Recently hired a Director of Trauma-Informed School Practices
  - c. Presentation:
    - i. Office of Prevention and Intervention
      - Falls under larger umbrella of Office of Student Supports and Services which includes: Prevention and Intervention, Student Rights & Responsibilities, School Climate and Safety, Student Enrollment and Placement, Student Health Services, Family and Community Engagement
      - 2. Mission: Empower schools to build strengths and resiliency that open pathways to learning
      - 3. Vision: Spreading the power of compassionate relationships to improve educational outcomes
      - 4. Hoping to help teachers better understand what kinds of behaviors require behavioral health supports
      - 5. Training school support staff to help them build relationships with students
      - 6. Values include: leadership, trauma-informed, strength-based, child-centered, relational, change agents, strategic and systematic approaches
      - 7. Intentional about utilizing parents as a resource
      - 8. External Partnerships:
        - a. Thomas Jefferson University provided training for school counselors
        - Lakeside Global Institute & United Way provided professional development for teachers, counselors, principles, paraprofessionals



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- Includes their three-part trainings: Enhancing Trauma Awareness, Deepening Trauma Awareness, and Applying Trauma Principles
- ii. Hoping to get some of the individuals who have gone through all three
- c. Partnering with CBH/DBH-STEP (Support Team for Education Partnerships)
  - i. Bringing on more social workers into the schools
  - ii. Build capacity across all tiers of intervention, especially when a mental health diagnosis may not be appropriate
- ii. Trauma-Sensitive Schools
  - 1. Recognizing the prevalence and impact of traumatic occurrence in students' lives
  - 2. Creating a flexible framework that provides universal supports, is sensitive to the unique needs of students and is mindful of avoiding retraumatization
- iii. Infusing trauma-informed practices into the framework that already exist; focusing on 50 schools that are PBIS Schools (Positive Behavioral Interventions and Supports)
  - 1. Tier 1 (80-85%) Universal level of support for all children
    - a. Positive Reinforcement
    - b. Restorative Discipline
    - c. Classroom Management
    - d. Culturally-responsive, school-wide social skills instruction, traumainformed practices – compassionate and neurologic
  - 2. Tier 2 (10-15%)
    - a. Check and Connect
    - b. Check-in Check-Out
    - c. Social Skills Group
      - i. Working with counselors to infuse compassionate schools framework along with encouraging social emotional skills in the classroom
    - d. Behavior Plan
  - 3. Tier 3 (1-5%)
    - a. DBH Continuum of Care
    - b. School-Based Behavioral Health Program
    - c. Trauma-Focused Therapy
- d. How are teachers and counselors finding the time to implement these
  - i. There are a total of 220 schools difficult to get to all of them
  - ii. Focusing on baseline awareness training but that will only go so far so the team at SDoP is also going to be doing coaching and consulting focusing on PBIS schools because they have more of a baseline



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- iii. All school principals have seen this plan twice to build buy-in, hoping to build the consistency of the messages
- e. Questions about connection to work being done with the police district to train officers in trauma-informed practices, especially those who are in the schools
- f. Fundamental components of PBIS making schools more effective and equitable
- g. Current Supports from OPI
  - i. Training climate support staff, teachers, principals, counselors, PI staff, SPO
  - ii. School Support readiness leveling
    - 1. Identifying schools that may have some concerns to assess the needs of the schools, has included issues around STS and vicarious trauma
      - a. Developed a professional development around vicarious trauma, included safety and self-care plans, have done coaching and consultation as well
- h. Questions around Secondary Traumatic Stress for teachers
- i. Goal to do some one-on-one interviews with teachers
- j. What kind of outcomes is the school district looking at?
  - i. Will be a part of the School Performance Ratings (SPR) which is public
  - ii. Don't track office discipline and referrals
  - iii. Track requests for students to go into crisis care
- k. Discussions of training parents as well and engaging families
  - i. Opening up community conversations to a community space where parents may feel more comfortable to have conversations with school leaders
  - ii. When parents have issues with school staff, OPI can help to foster a conversation
- I. Doing a lot of work around teaching about what behavior is it is a communication of a need
  - i. What happened? What do you need? How can we help?
- m. How can nurses be involved in this? Goal of the OPI team to do training of nurses
- n. Student group that does meet with School District Administration
- **8.** Closing Remarks  $(4:50 \neq 5pm)$ 
  - a. Announcement about MARC Network Survey
  - b. Brief survey about the meeting