

## IN LOCAL DISTRICTS....TRAINERS IN ACTION



The Defending Childhood Initiative has completed three *Train the Trainer* cohorts. Participants of these sessions engaged in two full days of interactive learning and engagement that prepared them to deliver the [five curriculum components](#) of *Anchoring Resiliency: Trauma sensitive practices for educational settings*. Here are some snapshots of how participants from the first Train the Trainer cohort have since engaged with that curriculum in their own school communities:

- Hannah Snyder, Counselor at Lincoln Park Elementary in David Douglas, continues her yearlong trauma sensitive professional development plan. In April she led her team through an equity and resiliency review of the resources in the school's library. In prior sessions, Hannah used activities found on the [Changing Minds website](#) and had staff brainstorm strategies to elevate the 'everyday gestures that can heal': celebrate, listen, comfort, inspire, collaborate.
- Terry Marchyok, Teacher on Special Assignment in Reynolds, and Laura Eccles, Mental Health Consultant with Multnomah County, completed all five curriculum components with the staff at Four Corners School in Reynolds. Four Corners is a therapeutic day school that provides specialized services for K-8 students. Terry and Laura have plans in place to deliver trauma sensitive professional development to many more Reynolds SD buildings in the 2017/2018 school year.
- Chris Roberts from Springdale Job Corps is working with a small team that complete a physical walk through of their residential facility in Corbett, Oregon. The team redesigned the interior of the security gate at their facility entrance to be more welcoming, and reworded many signs to be more positively framed and specific. Next they will be reviewing the forms their facility uses at student intake using a trauma sensitive lens.
- Hospital Teacher Angie Turner (Multnomah ESD) is consulting with her team at Unity Behavioral Healthcare on how to build in more professional development for the staff there on professional resiliency and trauma sensitive practice. She previously facilitated the 'Cost of Caring' session on vicarious trauma with all of the Multnomah ESD hospital teachers at OHSU, Shriners, Randall Children's Willamette Falls and Unity Center for Behavioral Health.
- Teisha Parchment, School Counselor at Sitton Elementary in Portland Public, led her staff in two sessions. For the second session held in April she had her staff brainstorm their strategies within the Regulate, Relate and Reason framework that is useful for engaging with students around challenging behavior. Sitton first learned about the importance of the order of 'Regulate, Relate and Reason'; students need to first be physically and emotionally calm, then they need to be able to feel connected and comfortable with staff, then finally are they able to 'reason', or access the parts of their brain needed for verbalizing. Strategies that the Sitton staff came up with to help them regulate themselves and students include deep belly breaths, using different tones of voice, tracing figure eights, rituals like chimes and routines which can help build safety.