

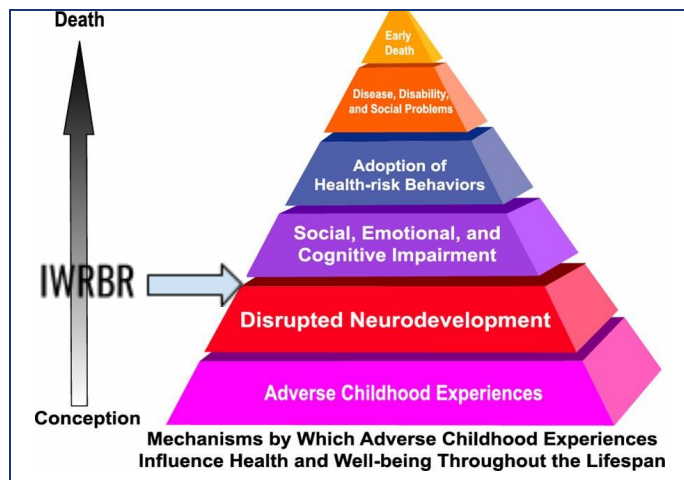
Interpersonal exposure to trauma, especially in a child's early years, is significantly associated with decreased cognitive functioning (Enlow, Egeland, Blood, Wright, Wright, 2012) (Crosby, 2015). Neglect, abuse, abandonment, exposure to violence, or the loss of a caregiver, or placement in foster care are adverse childhood experiences (ACEs). Exposure to childhood trauma affects a child's ability to learn and interferes with the ability to access the part of the brain where higher order thinking and new learning takes place. Research has shown that students with traumatic stress symptoms had lower reading and writing achievement. This effect is exacerbated when combined with living in poverty (Goodman, Miller & West- Olatunji, 2012).

Our Mission

Our mission is to provide resources and training to ensure that children with a history of trauma exposure receive equitable access to literacy instruction in order to become successful, confident readers. The implementation of Trauma-Informed Literacy Blocks, Trauma Informed Reading Mentors, and family engagement strategies will make a significant impact on a child's ability to process in new ways, making them better readers and writers, and creating a sense of security security in the school and home environment.

Research shows that what happens to us as children affects cognitive, social, and behavioral development (Crosby, 2015). Positive, corrective relationships and literacy support can decrease the negative impact caused by childhood trauma.

Our organization targets children and families that live in high poverty areas, are involved in the family court system, or have a history of trauma exposure. When referring to the ACES pyramid at right, our goal is to respond with trauma responsive literacy support, before the adoption of health risk behaviors occurs.



Trauma Informed Literacy Block

In order to effectively intervene with students struggling with literacy acquisition and trauma exposure, the literacy block within the classroom must have clear expectations, routines, and structure implemented with fidelity, and literacy activities and resources within the student’s unique zone of independence. The Trauma Informed Literacy Block allows every child to benefit from grade-level Tier 1 instruction. This training addresses how to assess students’ individual strengths, plan for differentiated instruction, group students for instruction based on similar needs, and set up quality, independent work stations that children can actively engage in while the teacher provides Tier 2 instruction.

<u>Timeline</u>	<u>Trauma Informed Practices Topics</u>	<u>Literacy Instruction Topics</u>
<p>1 School Year</p> <ul style="list-style-type: none"> ● 3 Day Summer Institute ● 1.5 training days during the school year ● 2 site visits with feedback on implementation ● Monthly virtual coaching sessions 	<ul style="list-style-type: none"> ● Explore the Adverse Childhood Experiences (ACEs) study ● Learn how trauma impacts brain development ● Identify and respond to traumatic stress responses ● Investigate how trauma-informed and resilience-building practices help heal ACEs ● Use concepts of Trauma Informed Care to plan literacy block centers & routines ● Design Tier 2 reading groups based on literacy data with trauma informed practices at the forefront of instruction 	<ul style="list-style-type: none"> ● Dive into the Big Five (comprehension, vocabulary, fluency, phonemic awareness, and phonics) ● Learn how to administer research-based assessments that address each component of the Big Five ● Learn how to set up quality, independent work stations based on student assessment data ● Design Tier 2 reading groups based on literacy data with trauma informed practices at the forefront of instruction

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Trauma Informed Reading Mentor Training

I Would Rather Be Reading worked with literacy and childhood trauma experts from the Center on Trauma and Children to develop a highly effective, year-long training protocol. The training is designed to meet the needs of children reading on text levels 0-50 (1st - 5th grades). Trauma Informed Reading Mentors (TIRM) will be equipped to intervene with children of low reading proficiency and backgrounds of trauma exposure.

<u>Timeline</u>	<u>Purpose</u>	<u>Trauma Informed Topics</u>	<u>Literacy Instruction Topics</u>
1 School Year <ul style="list-style-type: none"> • 3 Day Summer Institute • 1.5 training days during the school year • 2 site visits with feedback and collaborative discussions for next steps • Monthly virtual coaching sessions 	<ul style="list-style-type: none"> • Engage with research-based diagnostic assessments • Research literacy acquisition at each developmental stage • trauma informed pedagogical approaches • how to deliver instruction that will accelerate student progress 	<ul style="list-style-type: none"> • Explore our own personal assumptions about children with backgrounds of trauma • Learn how to “repack the backpack” for students with low self-esteem • Investigate restorative practice and how to implement these strategies in instruction and classroom climate • Identify potential triggers within literacy instruction 	<ul style="list-style-type: none"> • Understand the various developmental stages of literacy acquisition • Analyze student assessments to decide on instructional next steps • Design differentiated literacy instruction infused with trauma informed practices • Draw conclusions about the effectiveness of reading instruction for maximum student acceleration

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Coaching

Follow up support is available and highly recommended. Coaches will support in the analysis of student data, as well as provide feedback to teachers about strategies for maximum student growth. These sessions will occur monthly to ensure that teachers have the level of support needed for successful implementation.

<u>Timeline</u>	<u>Purpose/Topics</u>
<ul style="list-style-type: none">• Monthly sessions via virtual meetings	<ul style="list-style-type: none">• Provide support in data analysis• Give feedback on strategy implementation• Analyze instructional practices for student growth

Site Visits

In order to provide accurate and beneficial feedback on the implementation of the Trauma Informed Literacy Block, Trauma Informed Reading Mentor work, and Teacher Leader Cohorts, IWRBR will conduct site visits to schools twice a year. These visits will allow IWRBR and school staff to collaboratively discuss strengths and next steps for each school.

<u>Timeline</u>	<u>Purpose</u>
2 visits per school year <ul style="list-style-type: none">• October/November• January/February	<ul style="list-style-type: none">• Analyze effectiveness of Trauma Informed Reading Block<ul style="list-style-type: none">○ Independent student work stations○ Administration of research-based assessments○ Grouping of students for Tier 2 and 3 instruction○ Classroom climate• Analyze student data from TIRM intervention<ul style="list-style-type: none">○ Fluid grouping of students○ Student acceleration○ Implementation fidelity• Collaborate with teacher leaders to support in the design of colleague and family trainings

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I Would Rather Be Reading Teacher Leader Cohort

I Would Rather Be Reading will assist district leaders in identifying teacher leaders who have successfully completed and implemented the Trauma Informed Literacy Block and Trauma Informed Reading Mentor training. The identified teacher leaders will engage in coaching sessions with IWRBR staff and gradually begin leading training, coaching teachers, and planning family engagement nights to create a model of sustainability for their district.

<u>Timeline</u>	<u>Purpose</u>
1 school year <ul style="list-style-type: none"> ● 3 Day Summer Institute ● Monthly Coaching Sessions ● 2 Site Visits 	District Identified Teacher Leaders <ul style="list-style-type: none"> ● Design and implement training for families that address research-based literacy strategies that may be implemented by family members to bridge school and home connectedness ● Design and implement training for colleagues that will increase educator efficacy in literacy instruction ● Ensure continuity of programming and create a model of sustainability within their districts

More than Homework Help

IWRBR knows the importance of home and school connectedness. According to the CDC, adults who experienced a strong support system at home and school are 48% less likely to engage in violence, adopt health-risk behaviors, and abuse substances (Steiner, Sheremenko, Lesesne, et al, 2019). In order to engage parents and families, IWRBR offers More Than Homework Help. This training addresses how to help children with literacy learning in the home environment. We introduce research-based strategies that can be easily implemented with as little as 20 minutes in the evenings. These activities will help tie together the learning from the classroom with at-home practice.

<u>Timeline</u>	<u>Purpose/Topics</u>
<ul style="list-style-type: none"> ● Two 1 hour sessions 	Learn how to... <ul style="list-style-type: none"> ● Teach a new sight word ● Provide a book introduction ● Engage in interactive writing and guided writing ● Picture sorts for letter/sound learning ● Alphabet tracing

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