



# Overview

- Session Objectives and Overview
- Presenter Introductions
- Understanding Trauma and Implementing Trauma-Informed Approaches
- Setting Achievable Goals for TANF Customers
- Question and Answer Session



# Session Objectives

- Understand key terms and concepts relating to trauma and executive skills.
- Learn about research/literature relating to trauma and executive skills for human service customers and service providers.
- Hear about innovative approaches to addressing trauma and executive skills deficits in a TANF context.
- Dialogue with experts about implementing trauma- and executive-skill informed approaches.



# WHY NOW?

- High prevalence of trauma among poor children and adults.
- Increasing number of families living in extreme poverty and disconnected from any safety nets.
- A growing body of research and literature on how stress and trauma effect how we think, behave, and mature.





# Complex, Related Concepts and Terms



# Presenter and Audience Introductions

Susan Pinné, LCSW, Program Director, Trauma Smart,  
Crittenton Children's Center, Kansas City, Missouri

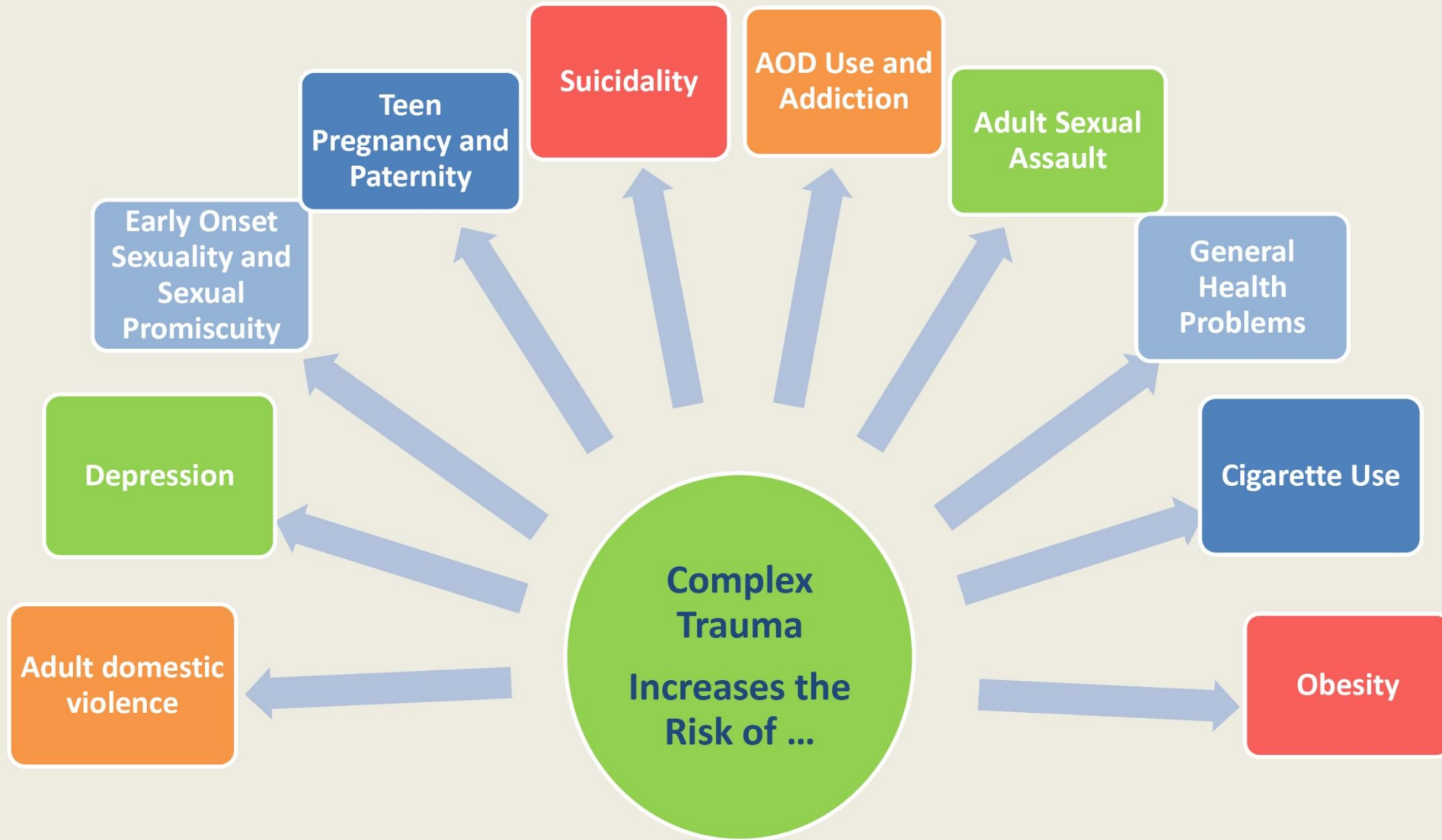
Yekaterina (Kate) Probert Fagundes, MFIP/DWP/SNAP  
Manager, Ramsey County Workforce Solutions, Minnesota



Crittenton Children's Center

# Trauma Smart

# Individual Impact of ACEs





# Societal Impact of High ACEs

- 50% drop out of high school
- 40% will spend some time in a corrections facility
- Up to four times as likely to be unemployed
- Die, on average, 20 years earlier.

# Vision, Mission, and Key CTS Attributes

**Vision:** To reduce the negative impact of trauma and violence in society by strengthening patterns of resilience among children and the adults who care for them.

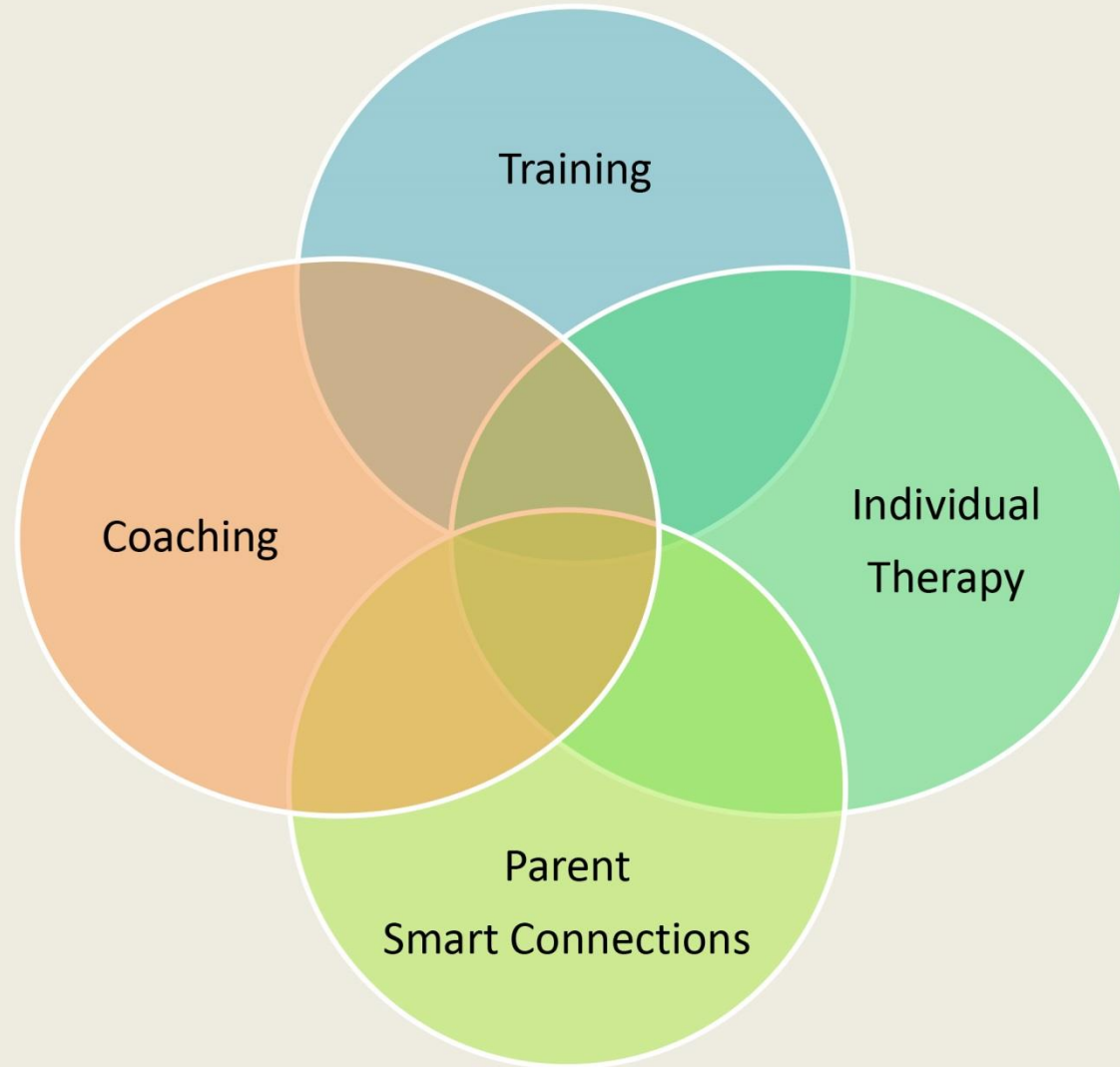
## Mission

To provide practical solutions to parents, guardians, teachers, and organizations devoted to helping children overcome negative effects of trauma using data-driven and validated programs of care.

## Key CTS Attributes

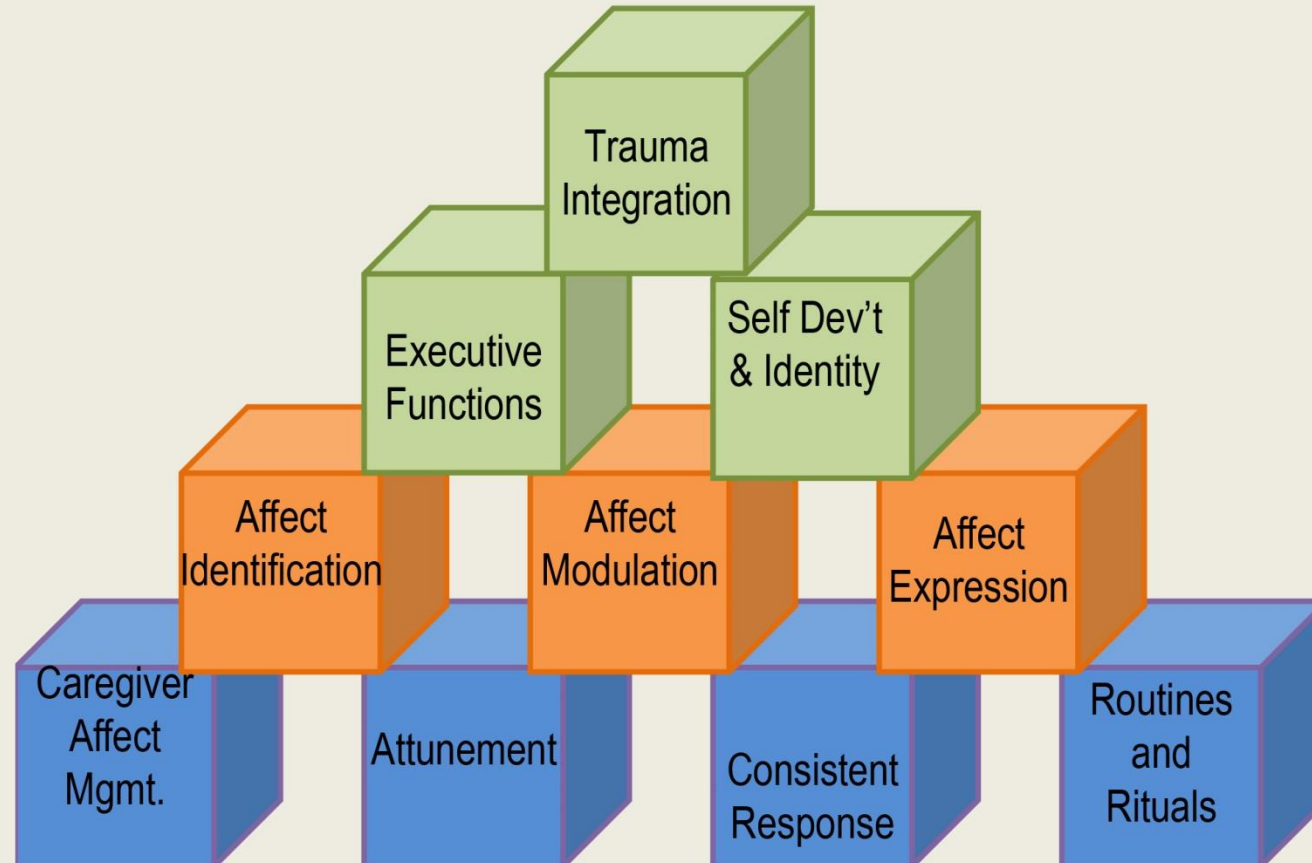
- Whole system involvement
- Engagement with multiple generations
- Practicality focused on real, everyday life
- Sustainability within the community

# The Trauma Smart Model





# Common Frame of Reference for Staff and Clients



Attachment, Self-Regulation and Competency (ARC)  
Kinniburgh and Blaustein, 2005

# Breathing S.T.A.R. Calming Technique



# Assessment and Evaluation

1. Child Trust Events Survey
2. Achenbach Child Behavior Checklist and Teacher Report Form
3. CLASS
4. Training (Learning Check)
5. Coaching Feedback
6. Satisfaction Evaluations
7. Focus Groups



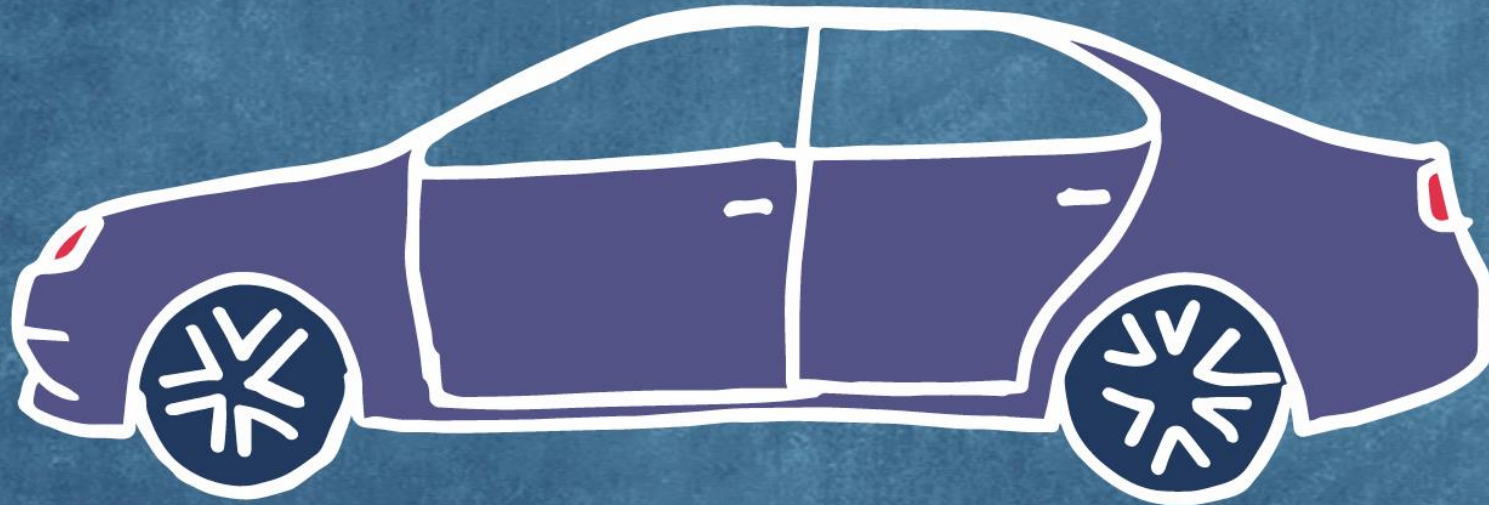
# Outcomes for Children (2014-2015)

- Through the use of training and coaching of teaching staff, reduced need for therapy services by 50%
- CLASS scores – statistically significant improvement over time
- Staff and client feedback exceptionally positive
- Staff reported significant improvement after coaching



Is the Client ready to engage “executive function?”

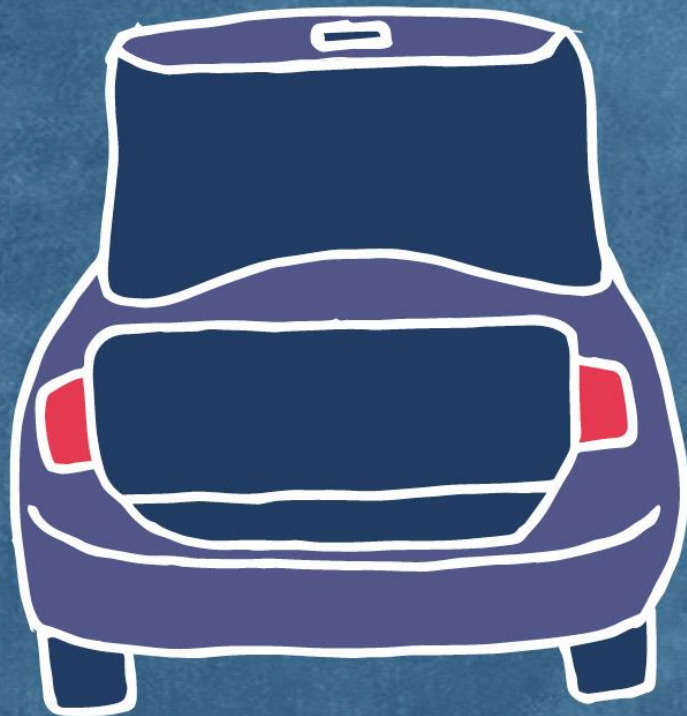
## *Brain as a Car*



Creating a common language for staff and clients



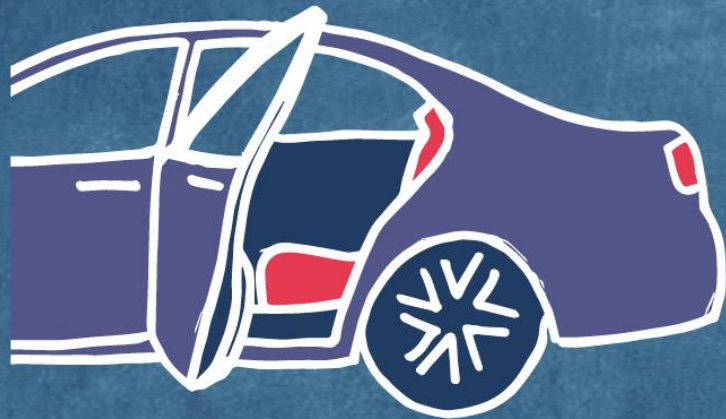
## *Trunk : Physical State*



- **Fight** – hitting, kicking, yelling, lying
- **Flight** – running away, giving up
- **Freeze** – becoming numb, checking out, dissociation



# *Back Seat : Emotional State*



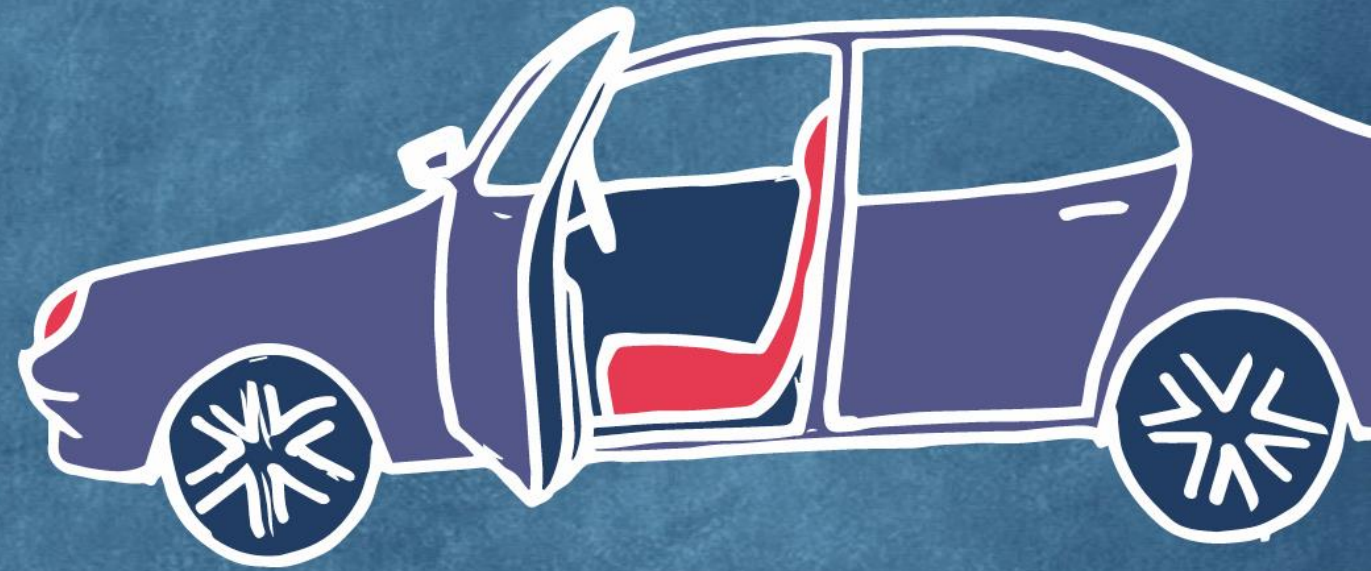
- Emotional Center
- Memories related to fear and anxiety





## *Front Seat : Thinking State*

- Executive Function
- Regulates Emotion
- Not fully developed until mid 20s



# Questions?

*For more information:*

Susan Pinne, LSCSW, LCSW  
Director of Trauma Smart

Crittenton Children's Center

[www.traumasmart.org](http://www.traumasmart.org)

# Integrating the Principles of Executive Functioning and Toxic Stress into TANF Programs



# Integrating the Principles of Executive Functioning and Toxic Stress into TANF Programs

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TANF Regional Meeting, Kansas City

Thank you our partners:

Public Consulting Group-PCG

Mathematica

Richard Guare

Center for Budget and Policy Priorities- Donna Pavetti

Global learning Partners, INC-Valarie Uccellani

Goodwill Easter Seals of Minnesota

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## Four E Strategies

Executive Skill development aimed at helping families increase income through employment:

Engagement

Education

Employment

Employment Retention

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## Ramsey County Workforce Services Vision:

Provide opportunities for  
**improved employment**  
and **family stability**

Dreams and hopes of the  
participant have a larger  
role in **driving goal**  
**setting, action planning**  
and **achievement**

A dream written down  
with a **date** becomes a goal.  
A goal broken down into  
**steps** becomes a plan.  
A plan backed by **action**  
makes your dreams come true.

*Greg S Reid*



**Ramsey County MFIP/DWP Systems Change**

**Essential Skills**

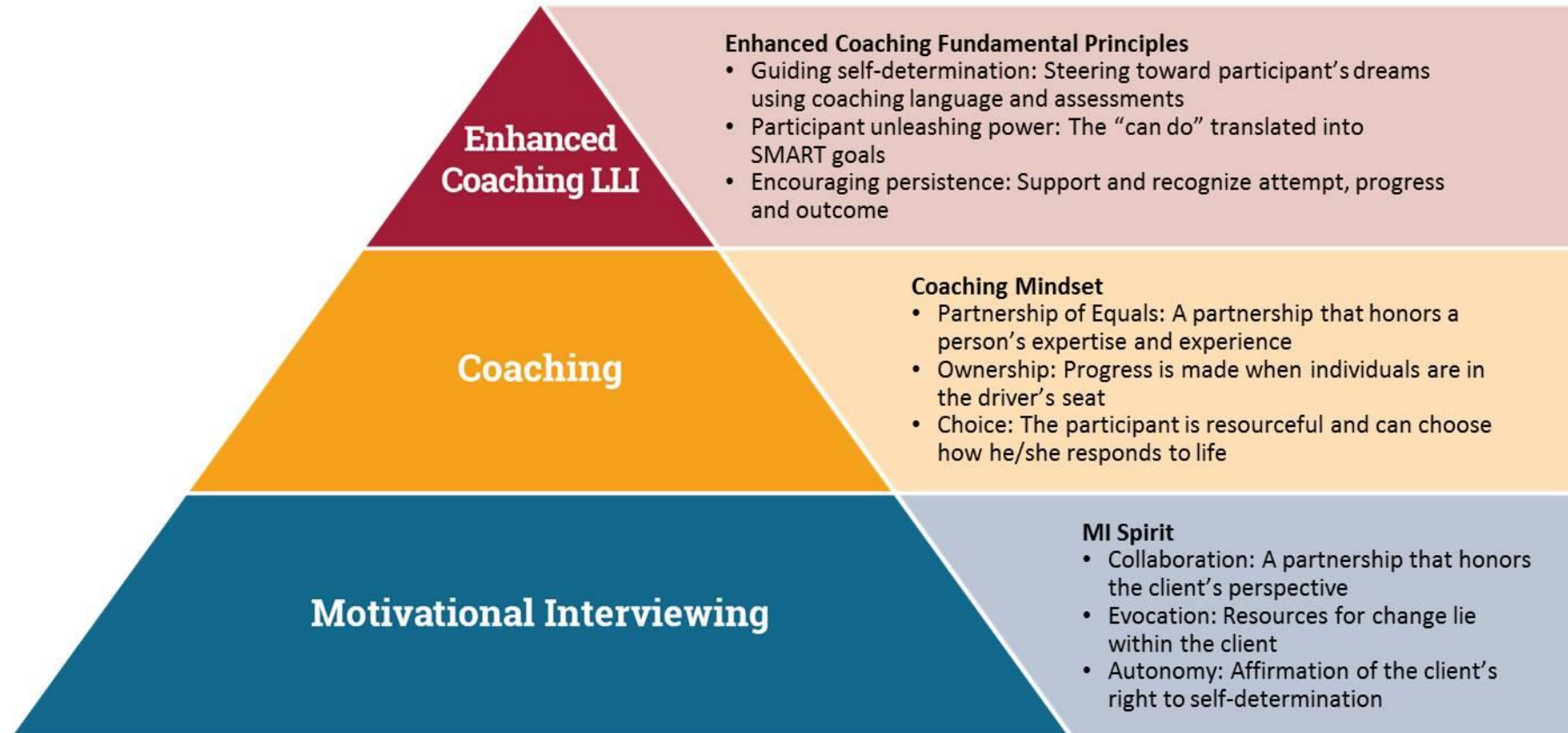
**Gap Tool**

**Life Long Learning**

**My Bridge  
of Strength**

**Coaching**

**Motivational  
Interviewing**



## **Life Long Learning Initiative, Enhanced Coaching**

- Create family centered system that helps families engage and stay engage to get education, find and sustain employment, reduce isolation and create prosperous communities
- Shift power from the system to the family, participant has power to create own plans and goals, system providers supports and incentives to do so. Family and Counselor became partners and share accountability
- Service delivery at home, community sites and in the offices
- Have 2-4 major evidence based or evidence informed interventions that work for multiple families
- Invest funds based on a need of families and level of intervention



## Ramsey County View: Life Long Learning Matters

- All people have strengths and weaknesses with executive functioning skills.
- Building executive functioning skills starts with the reduction or elimination of immediate stressors.
- “Goodness of fit” between a person’s goals and her/his current (EFS) skill level is important for success.
- Goal-setting is a critically important, active and client-owned process.
- Small action steps over a short amount of time are critical for goal attainment.
- Goal development and progress must be a concrete and an explicit process.
- Teaching skills, modifying the environment and changing incentives are primary interventions for addressing executive functioning deficits.
- Success is determined by the degree to which individuals confidently make their own decisions and are self-regulating and self-determining.

## Life Long Learning in practice

- Setting overall System Goal and Vision
- Training full System
- Personalized Services and Intervention
- Leading and intervening
- Intervention aligned with the functional level
- Creating of new tool, Goal Action Plan and My Bridge of Strength
- Use of Motivational Interview
- MI coaching circles
- Investing in staff development
- Investing in participants, education
- Incentives
- Redesign of services in Resource Centers
- Placement and Retention units
- Right to choose

## Impact on WPR and SSI

- Participant matters
- Motivated participant will be engaged and follow through with activities
- Make family/participant feel important and have them drive their own path, support and intervene
- Open activities, track hours, collect documentation but make it a background of everything we do
- Services drives outcomes, outcomes don't drive services
- Remember, engagement leads to active involvement, then to motivation, then to the goals, then to education, then to employment, then to employment retention and in turns impacts WPR and SSI
- Figure out what is more important, process or outcome!



## **Put people in activities that matter:**

- Employment
- Self Employment
- OJT
- Paid and Unpaid Work Experience
- Job search
- Job readiness
- Social Services
- Other – including enrollment
- Disparities Reduction Strategy Services
- (DRS) Program (beginning March)
- Training and Education
- GED
- Post Secondary Training and Education
- Assessment
- ESL and Functional Work Literacy
- Social/Legal/Health Related

## Outcomes: What do we measure?

### Major message:

Work with participants as individuals with family betterment goals, guide them into activities that matter to them based on their motivation and need. Plan, Review, Re-try, Achieve.

### Key Outcomes:

Engagement, Education, Employment, and Employment Retention

### Framed With the Six WIOA Goals:

- (1) **increases access to, and opportunities** for, the employment, education, training, for individuals, particularly those with barriers to employment;
- (2) supports **the alignment** of workforce investment, education and economic development systems
- (3) **improves the quality and labor market relevance** of workforce investment, education and economic development efforts;
- (4) \*promotes **improvement in the structure and delivery** of services;
- (5) increasing the **prosperity of workers and employers**; and
- (6) provides workforce investment activities, that **increase the employment, retention, and earnings of participants, and increase attainment of recognized postsecondary**

LLI is a cutting-edge, individualized employment program for TANF recipients built on principles of goal achievement/ executive functioning

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Enhanced Coaching focuses on setting, working toward and achieving self-sufficiency goals:

- we place the participant at the center of the process designed to enhance one's ability to make informed decisions, set priorities, and manage day-to-day life
- staff model goal achievement behaviors and practices
- participants unleash power through guided self-determination
- we recognize executive skill strengths and weaknesses and then coach residents toward small, achievable steps on their way to achieving employment and education goals
- participants and counselors share accountability
- we provide resources and supports to increase the likelihood of success
- we inspire and celebrate progress



Enhanced coaching has an explicit focus on executive skill, goal setting and goal achievement

Executive skills are a set of processes that help us choose our goals, guide our behaviors so that we can manage day-to-day life, and reach our goals

Executive skills help us work around the behaviors that can derail our progress

Executive Skills		
Skills we use to organize and plan things	Skills we use to control how we react to situations	Skills we use to get things done
<p><b>Organization</b> creating and maintaining systems to keep track of information or materials.</p>	<p><b>Response Inhibition</b> thinking before you act, resisting the urge to say or do something one might regret later.</p>	<p><b>Task Initiation</b> beginning projects without undue procrastination; taking the first step.</p>
<p><b>Time Management</b> believing that time is important, estimating how much time one has, deciding how to use it, and staying within limits agreed to.</p>	<p><b>Flexibility</b> switching up when things get in our way; adapting to obstacles or setbacks.</p>	<p><b>Sustained Attention</b> pulling back from being distracted, tired and bored to the person or task that is right in front of us.</p>
<p><b>Planning/Prioritization</b> creating a road map to reach a goal or to complete a task. Making decisions about what is important to focus on and what is not important.</p>	<p><b>Emotional Control</b> managing emotions in order to achieve goals, complete tasks, or control and direct behavior.</p>	<p><b>Goal-Directed Persistence</b> following through to the completion of the goal and not being put off by or distracted by competing interests.</p>
	<p><b>Stress Tolerance</b> doing well even in uncertainty, change, and high demands.</p>	<p><b>Working Memory</b> holding information in our minds while doing something new or complex.</p>
	<p><b>Metacognition</b> Looking at how we are acting, how we handle ourselves, and how we affect other people.</p>	

# Mindset Shift

## **From: Case Management Model**

Conducting an ES Overview to describe policy, procedure, and rules/regulations

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Developing employment plans based on a pre-chosen menu of options and tools dictated by system outcomes (Work Participation Rate) not client outcomes

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Utilizing a “one size fits all” approach to a family’s self-sufficiency

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Maintaining a minimum of monthly contact to collect required documentation

## **To: Coaching Model**

Utilizing ES Orientation to build relationship, understand the client’s past/present/future, and set the stage for a more supportive and collaborative relationship

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Developing SMART goals based on our client’s own self-identified, relevant goals and current situation

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Identifying each individual’s strengths and challenges by utilizing My Bridge of Strength, Executive Skills Questionnaire (and other tools) to encourage small steps/progress and considering a “whole family” approach

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Engaging our families with meaningful, supportive appointments that encourage and foster the established partnership; mutual accountability in the partnership; looking at the relationship differently; the relationship matters as much as the policies; counselor must understand where the client has been, where they are, and where they want to go; the role/skills/approach of the counselor matters

## LLI Implementation Stages:

- Planning, program, assessment and design- 2015
- Road testing and refinement (rapid cycle methods) 2016
- Scale up and evaluation (Randomized Control Study) 2016-2017

Randomized Control Test (RCT) will be done with approximately 1000 families, 500 in test and 500 in control



## Rapid Cycle Learning, Core components of LLI Intervention

- Executive skills-based coaching approach to serving families with a focus on goal setting and achievement
- Tools, resources, and other supports for line staff and program participants
- Redesigned "point of entry to MFIP":  
Employment Services Orientation

## Strategies for Success Your Personal Profile

**Instructions:**

1. Use the graph below to create a visual of your executive skills profile. For each skill, shade up to the row that indicates your score. For example, if you scored 5 for Planning Ahead, shade in up through row 5 in the first column of the graph.
2. Look over your patterns of strengths (higher scores) and weaknesses (lower scores) in each area: **How I Organize Things**, **How I React to Things**, and **How I Get Things Done**.
3. Imagine yourself working toward your goal: *Name one example of how to use your strengths to accomplish your goal. Name one weak area that might get in your way.*

Weaknesses and Strengths	15												
	14												
	13												
	12												
	11												
	10												
	9												
	8												
	7												
	6												
	5												
	4												
	3												
Skills:	1	2	3	4	5	6	7	8	9	10	11	12	
	How I Organize Things			How I React to Things				How I Get Things Done					

- 1 ORGANIZATION**  
Creating and maintaining systems to keep track of information or materials
- 2 TIME MANAGEMENT**  
Believing that time is important, estimating how much time we have, deciding how to use it, and staying within the time limits and deadlines we've agreed to
- 3 PLANNING & PRIORITIZATION**  
Creating a roadmap to reach a goal; making decisions about what is important to focus on and what is not

- 4 RESPONSE INHIBITION (going slow)**  
Thinking before we act; resisting the urge to say or do something that we might regret later
- 5 FLEXIBILITY (going with the flow)**  
Switching up when things get in our way; adapting to obstacles or setbacks
- 6 EMOTIONAL CONTROL (staying cool)**  
Managing emotions in order to achieve goals, complete tasks, or control and direct behavior
- 7 STRESS TOLERANCE (dealing with stress)**  
Doing well even in uncertainty, change, and high demands
- 8 METACOGNITION (stepping out)**  
Looking at how we are acting, how we handle ourselves, and how we affect other people

- 9 TASK INITIATION (getting started)**  
Beginning projects and not putting them off; taking the first step
- 10 SUSTAINED ATTENTION (staying attentive)**  
Pulling back from being distracted, tired, and bored to the person or task that is right in front of us
- 11 GOAL-DIRECTED PERSISTENCE (sticking with it)**  
Following through to the completion of the goal and not being put off by or distracted by competing interests
- 12 WORKING MEMORY (remembering)**  
Holding information in our minds while doing something new

## Tools Useful with Enhanced Coaching:

- Overview
- Getting to Know You Form
- Executive Skills Questionnaire
- My Bridge of Strength
- Goal Action Plan (GAP)
- Career Pathways Action Plan
- My Task Plan
- My Task Review
- Observation
- Pocket guides

Focus group with families

Positive feedback

Peer to Peer observations

Supervisor observations

Setting up Fidelity for intervention and hiring practices

Improvement in engagement and employment outcomes

WPR remains steady



Tools and curriculums available on Ramsey County  
WFS Provider Page:

<https://www.ramseycounty.us/businesses/doing-business-ramsey-county/environmental-partnerships>

Any LLI specific tools and orientation packets,  
please contact Kate Probert Fagundes

Thank you

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Employment Services Division Manager

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