

# I.P.L.L.A.N.T.

A framework for considering ACE/Trauma sensitivity at a systemic level or for the “whole school” climate and culture.

<b>I</b>	<b>Infrastructure</b>	Meetings; Methods, time and availability for communication; Grade level organization, etc.
<b>P</b>	<b>Policies, Protocols and Procedures</b>	Discipline; Communications between teachers, specialists and administrators; Confidentiality; Time on Learning; Welcoming
<b>L</b>	<b>Linking with Mental Health and Community Resources</b>	Teachers and school staff work collaboratively and confidentially with community mental health workers on common goals. Teachers and staff have access to experts in order to inform strategies and interventions.
<b>L</b>	<b>Linking with Families</b>	Teachers are given time and support to work collaboratively with parents. Interventions incorporate parent involvement or support and respond to the needs, resources, culture and strengths of the family.
<b>A</b>	<b>Academic Approaches</b>	Teaching strategies account for the impact of ACE on executive functioning skills, memory, language processing and self-regulation skills and build on strengths
<b>N</b>	<b>Non-Academic Approaches</b>	Students have opportunities to build competencies inside and outside the classroom and have access to community resources.
<b>T</b>	<b>Teacher Supports/ Professional Development for all staff</b>	Professional development and training,; Support for challenging students; Methods and time for communicating among professionals

Adapted from Framingham Public Schools; Jessica Greenwald O'Brien, PhD.; Laurie Burnett, M.Ed.; “Helping Traumatized Children Learn” Massachusetts Advocates for Children; and Interim Report to the Governor of the Behavioral Health and Public Schools Task Force of Chapter 321 of the Acts of 2008 Section 19