Commemorating Five Years of Work in North Carolina

Our Reach

- **33** Districts
  - Received some level of trauma-informed training or coaching

- **60** Schools*
  - Received our full model of intensive ongoing training and coaching

- **4K+** Educators
  - Participated in trauma-informed schools training

- **26K+** Students
  - Benefited from full model partnership schools where staff received intensive ongoing training and coaching

Impact of Center Training and Coaching on Partner Educators

- **79%** agreed or strongly agreed that Center training and coaching increased their knowledge about Adverse Childhood Experiences (ACEs), stress, and trauma

- **78%** agreed or strongly agreed that Center training and coaching increased their knowledge about ways to build resilience for themselves and their students

- **78%** agreed or strongly agreed that Center training and coaching helped them learn new strategies to implement with their students

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*The majority of our partner schools are Title I with greater than 90% of students receiving free and reduced lunch

Five-Year Data Summary
I had students tell me when they were struggling and asking for help rather than acting out and getting frustrated.

Once I started to talk with them about how good they are doing with classes, they started to open up about things going on around them. I was able to help them get more class/homework done in the day so they could just be themselves after school hours.

70% of partner educators said they saw changes in their relationships with students while working with the Center for Resilience & Learning.

- Closer, more respectful, and more positive relationships with students
- More compassionate, understanding, and patient with students
- Better communication with students
- Students were more open, trusting, and responsive

Anytime I would say ‘I understand what you’re going through’ I could see a calm down starting to happen with students immediately.

In the beginning I was reactive, I learned quickly that this approach was not working. I try to give the student a few minutes of calming time before I try to discuss the behavior. I attempt to talk with them instead of at them.

69% of our partner educators noticed changes in how they think about causes of misbehavior or in their responses to misbehavior.

- Better understanding of reasons behind behavior and better able to consider the whole child
- Better understanding of the relationship between trauma or ACEs and the impact on growth, development, and learning
- Better able to allow students to take time to calm down and listen and discuss alternatives
- Utilized new strategies with students and misbehavior
- Handled situations better because they were able to consider the root causes of behavior