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Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Creating Trauma-Responsive Schools *Webinar Series*

Webinar #3:

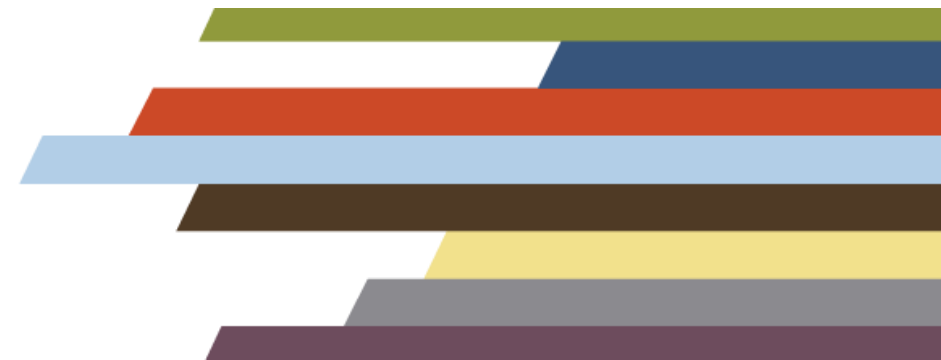
**Creating a Trauma-Responsive MTSS Framework**



SMART

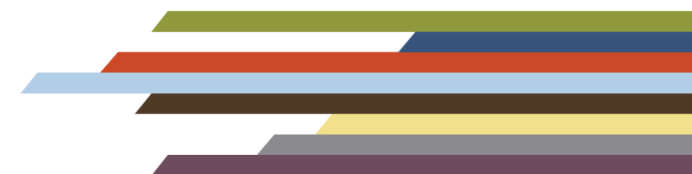
School Mental Health Assessment  
Research & Training Center

February 12, 2020



## **DISCLAIMER**

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).



# Creating Trauma-Responsive Schools

## 2019 – 2020 FREE! Webinar Series

- **Webinar #1: Trauma-Informed Skills for Educators (TISE) - Part 1 (of 2): Trauma 101**  
**Date: November 13, 2019**
- **Webinar #2: Trauma-Informed Skills for Educators (TISE) - Part 2 (of 2): Trauma-Responsive Skills and Strategies**  
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Webinar Series Page with Registration Links and Recorded Webinars

<https://mhffcnetwork.org/centers/northwest-mhffc/new-webinar-series-creating-trauma-responsive-schools>



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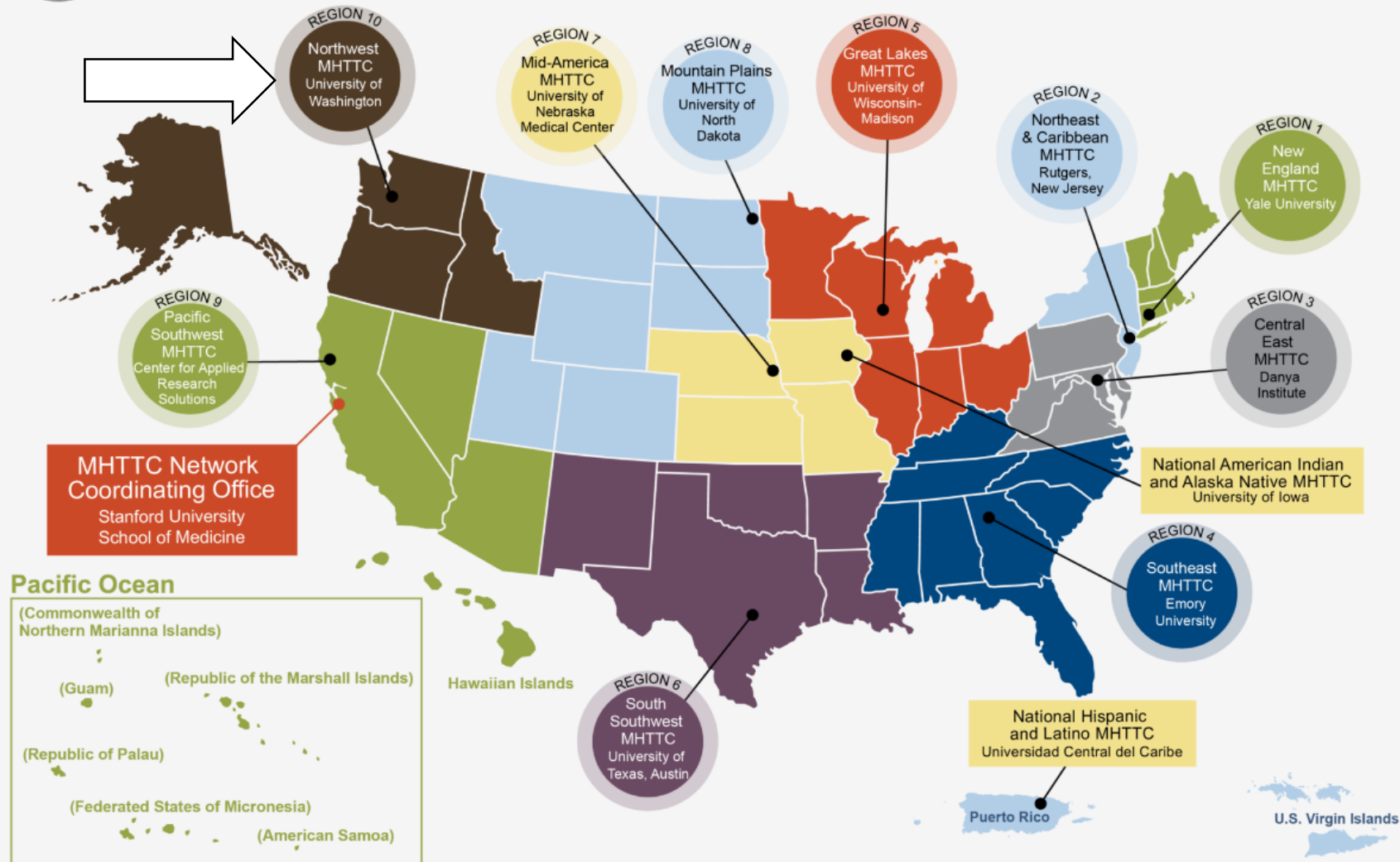
# Mental Health Technology Transfer Center (MHTTC) Network



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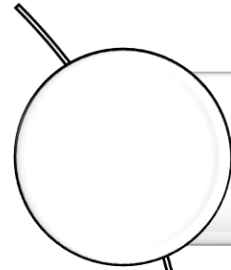
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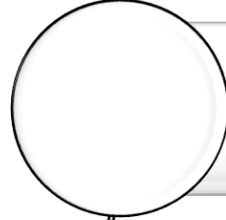


Visit the MHTTC website at <https://mhttcnetwork.org/>

# Northwest MHTTC *School Mental Health Supplement* Goals:



Provide direct training and TA on the implementation of mental health services in schools



Build infrastructure and create learning communities



Support educational leaders to promote mental health for ALL



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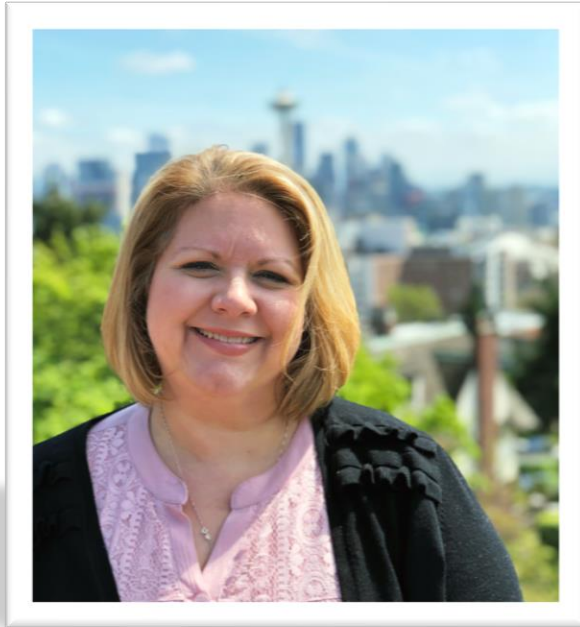
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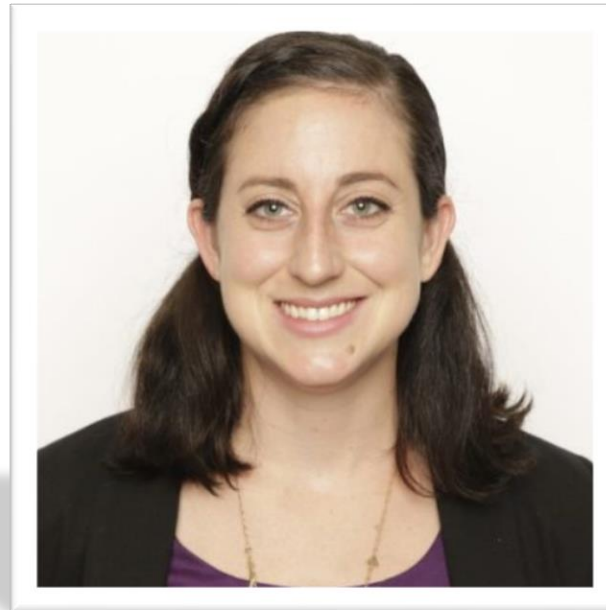
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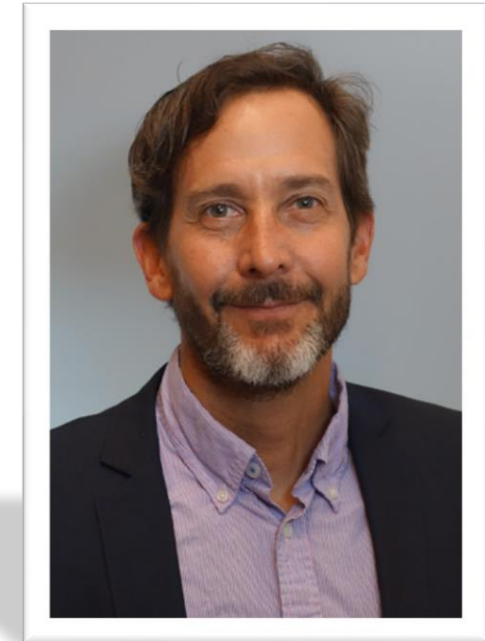
# Staff



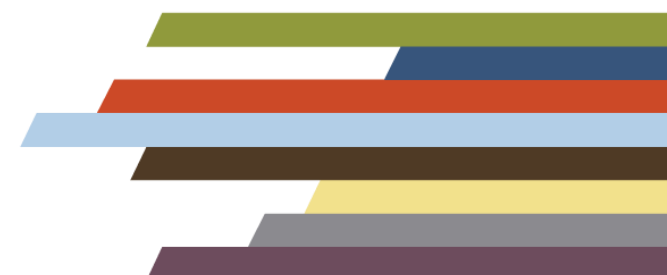
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Lead



Megan Lucy,  
Program Assistant



Eric Bruns,  
Project Director





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## Get in touch!

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Phone: (206) 221-3054

### Websites:

- MHTTC: <https://tinyurl.com/nwsmh>
- UW SMART Center: <https://depts.washington.edu/uwsmart/>

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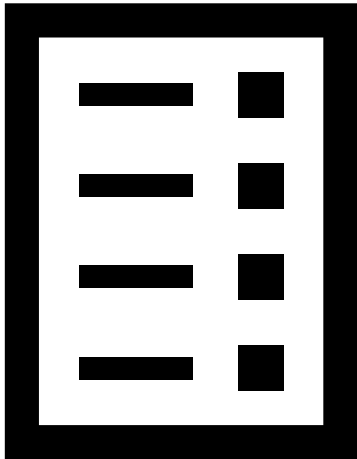
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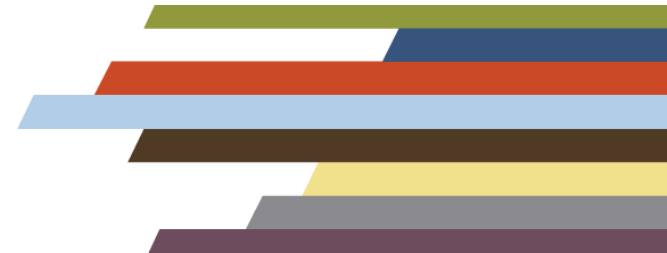
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# Evaluations



- Required by our funder
- If there are multiple attendees in your location please have each person complete an evaluation
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- **Very important!** We will end a few minutes early and ask that you please take a few moments to complete.





# Today's Speakers

Vivien Villaverde, MSW, LCSW



Clinical Associate Professor in the Field Education Department of the University of Southern California Suzanne Dworak-Peck School of Social Work and a member of the Treatment and Services Adaptation Center for Schools

Pamela Vona, MA, MPH



Program Manager at Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools



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**USC**  
Suzanne  
Dworak-Peck  
School of Social Work





# ***Creating A Trauma-Responsive MTSS Framework***



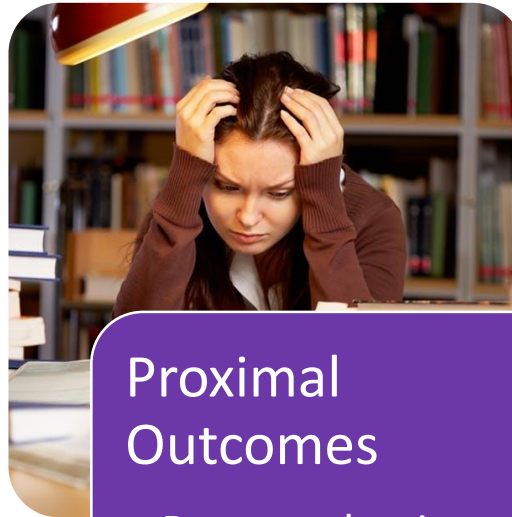
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# Why a trauma-responsive MTSS?



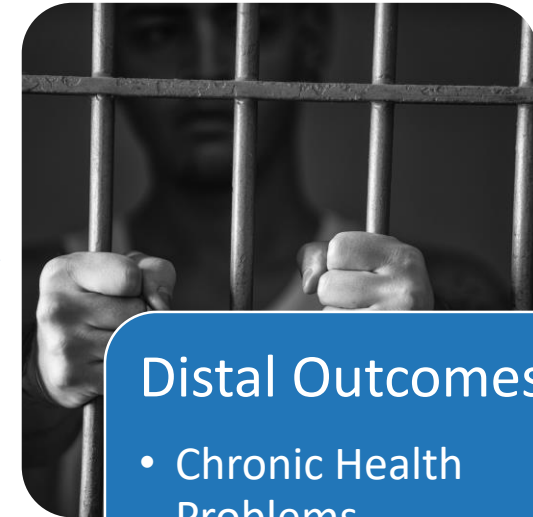
## Childhood Exposure

- ACES and Trauma



## Proximal Outcomes

- Poor academic performance
- Emotional difficulties
- Social impairments

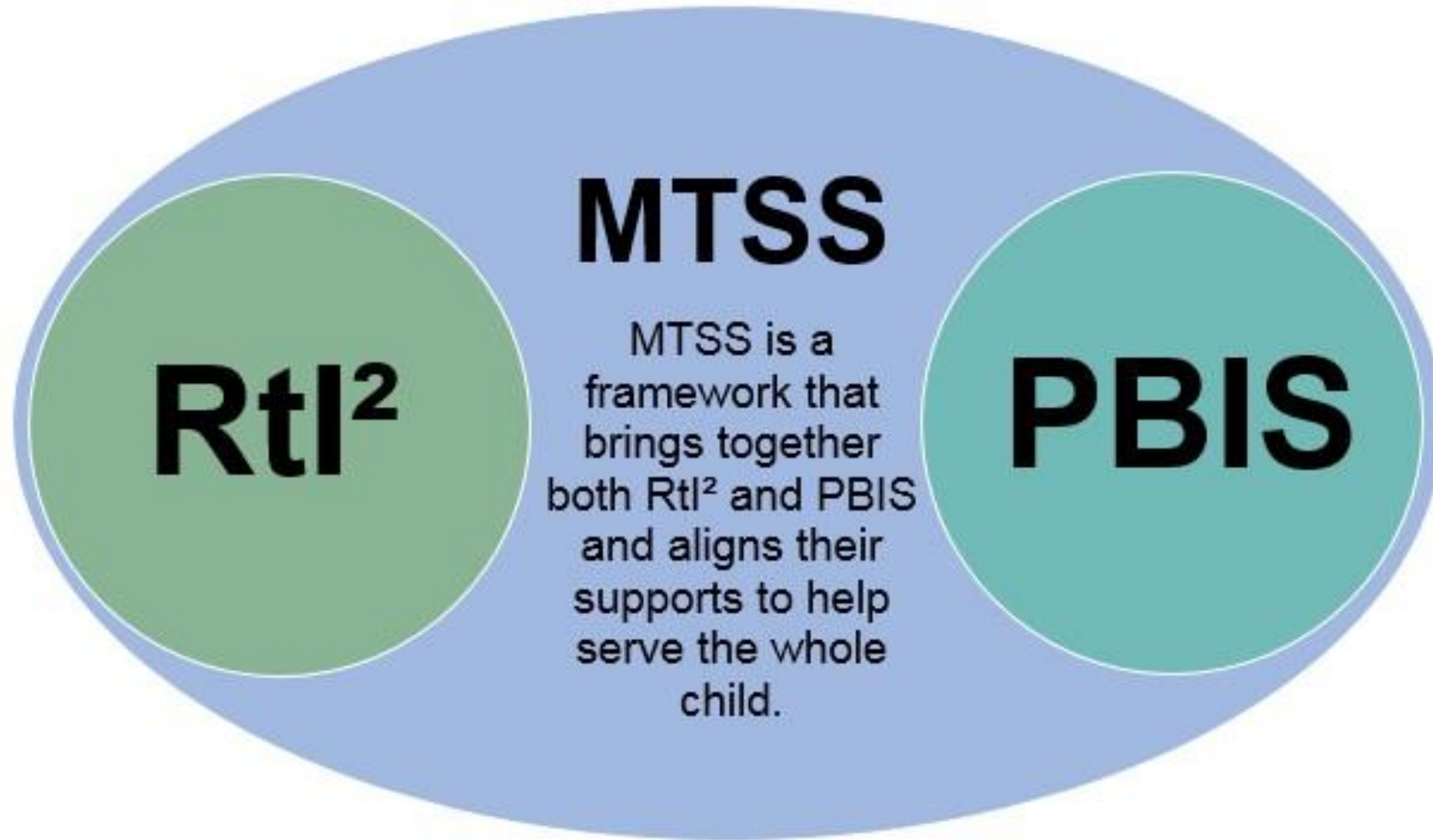


## Distal Outcomes

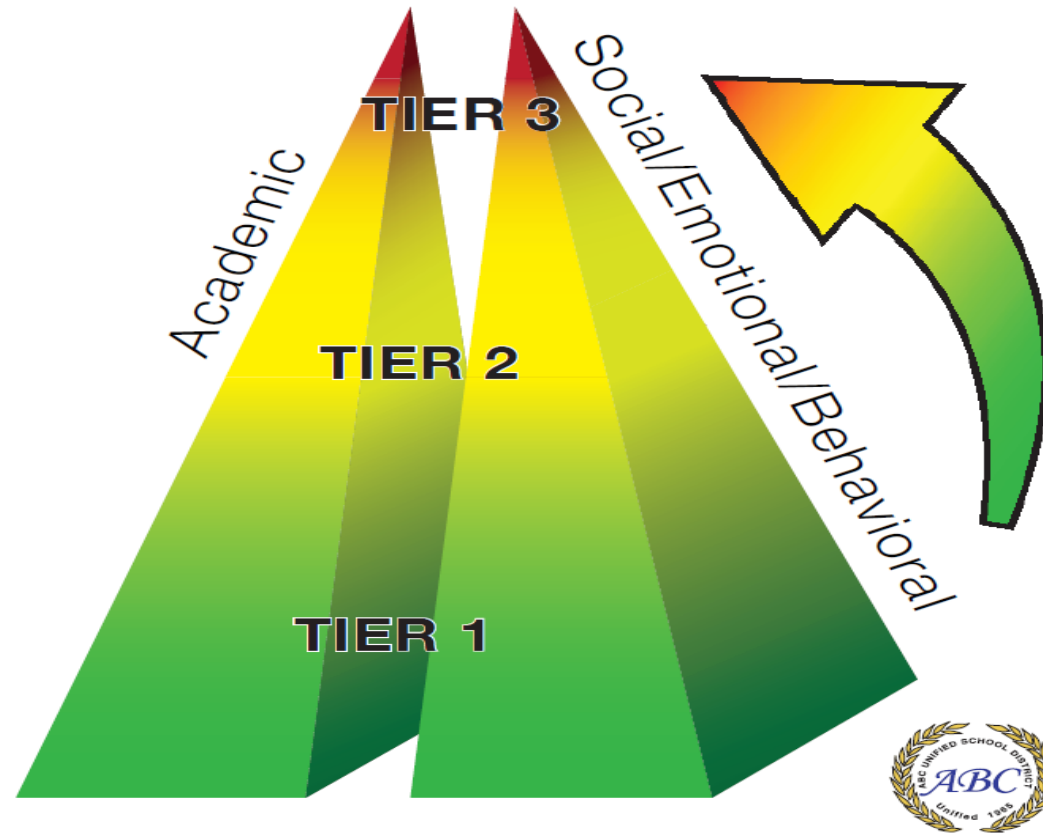
- Chronic Health Problems
- Lower employment
- Higher rates incarceration



# California Department of Education MTSS Framework



# Multi-Tiered System of Support for Student Wellness



Source: ABC USD



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All Means All



Family & Community Engagement    Administrative Leadership    Integrated Education Framework    Inclusive Policy & Practice

**MULTI-TIERED SYSTEM OF SUPPORT**



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What is a ***trauma-responsive*** MTSS/School system?



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# Guiding Principles of Trauma-informed Care

Safety

Trust & Transparency

Peer Support

Collaboration & Mutuality

Empowerment, Voice & Choice

Cultural Humility



# Principles of Trauma-Responsive Systems

- Safety
  - ✓ Physical safety
  - ✓ Psychological safety
  - ✓ Access to support
  - ✓ Modeling of calm behavior



# Principles of Trauma Responsive Systems

- Peer Support
  - ✓ Positive interactions between students are encouraged and acknowledged by staff members.
  - ✓ Students are given opportunities to practice appropriate peer interactions
  - ✓ Staff members recognize one another's personal strengths



# Principles of Trauma-Responsive Systems

- Trust and Transparency
  - ✓ Clear expectations
  - ✓ Predictability
  - ✓ Consistency



# Principles of Trauma-Responsive Systems

- Collaboration & Mutuality
  - ✓ Partnering
  - ✓ Leveling of power
  - ✓ Meaningful shared decision-making



# Principles of Trauma-Responsive Systems

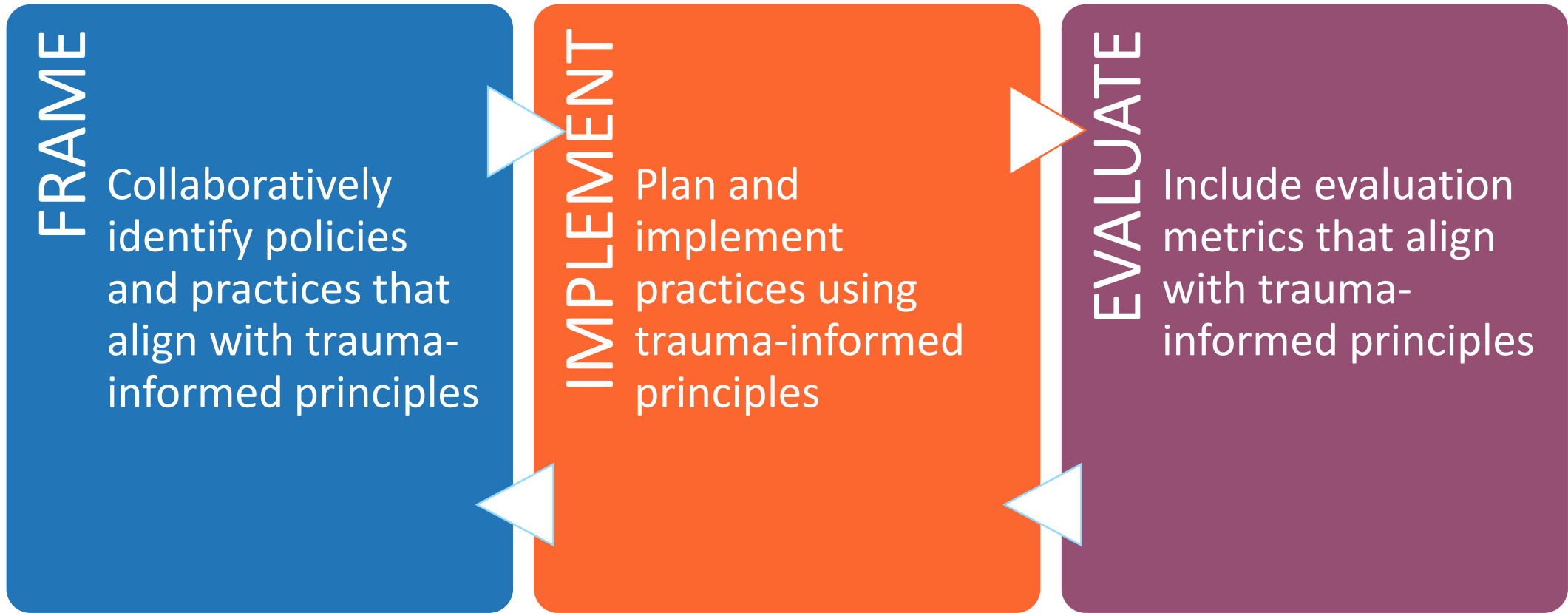
- Empowerment, Voice & Choice
  - ✓ Provide opportunities for success
  - ✓ Engage in decision-making
  - ✓ Encourage student to identify their own resources
  - ✓ Acknowledge successes



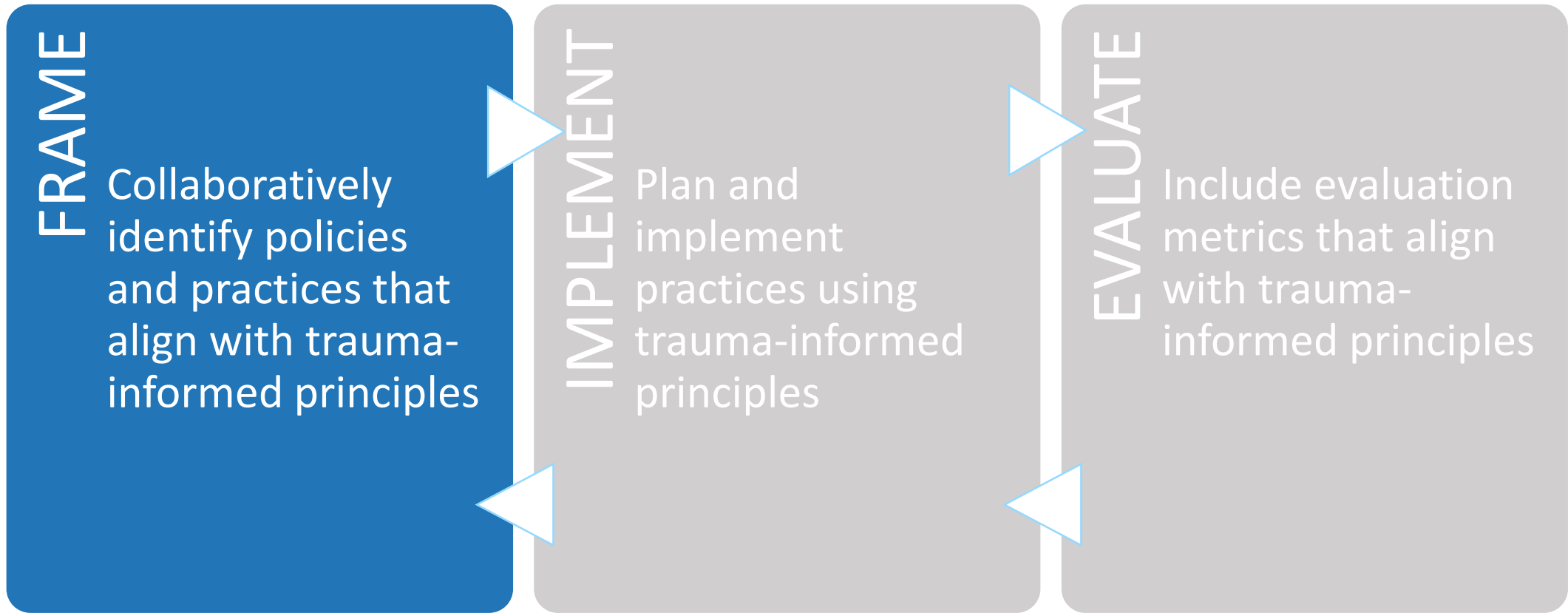
# Principles of Trauma-Responsive Systems

- Cultural Humility
  - ✓ Learn about students cultures but let them define the context of their individual experience
  - ✓ Identify strengths and assets of the culture
  - ✓ Understand inherent protective factors and coping mechanisms associated with each culture
  - ✓ Be aware of your own biases and its manifestations









# Step 2: Identify Trauma-responsive Practices and Policies

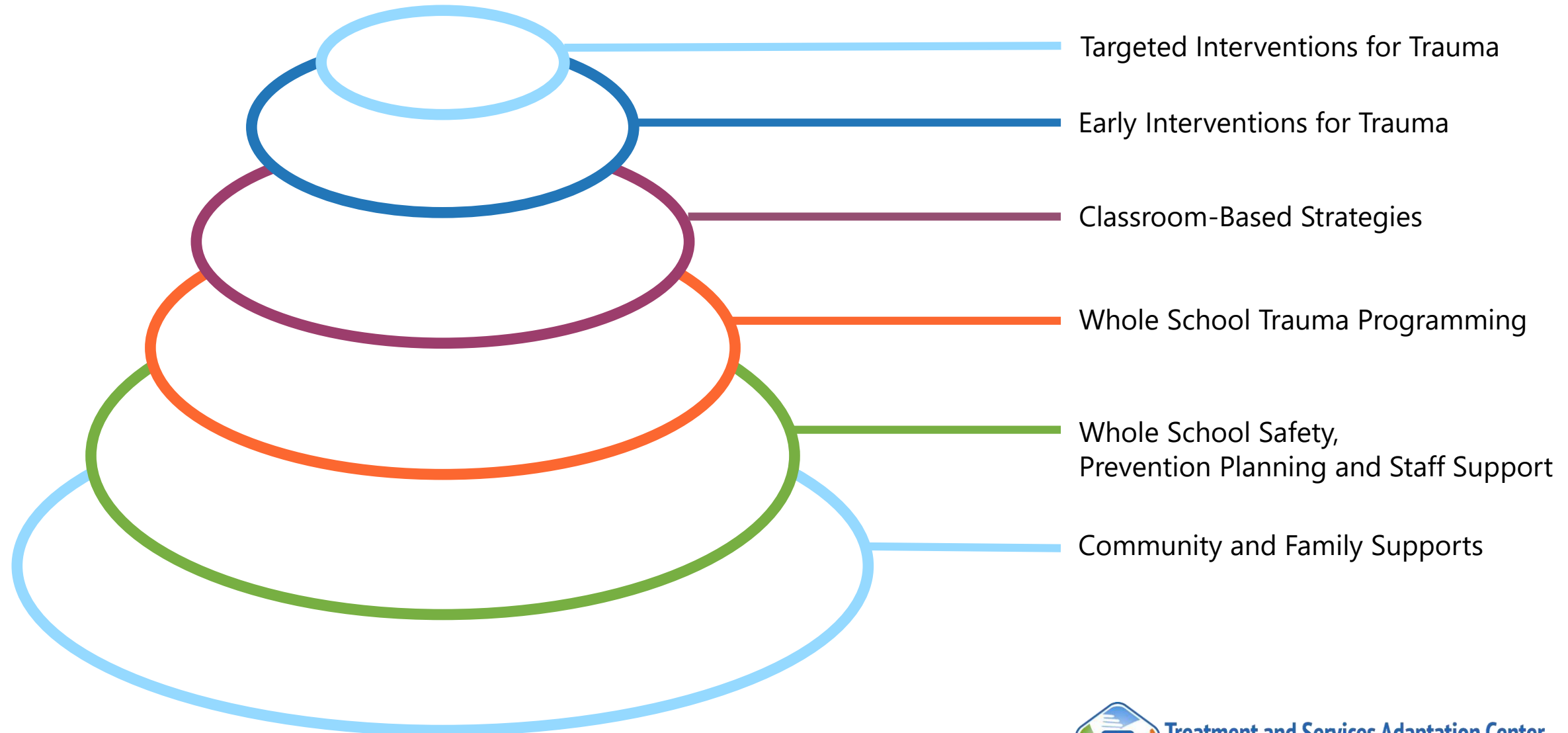


Key Components of a Trauma-Responsive School



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## Step 2: Identify Trauma-responsive Practices and Policies



## Community and Family Supports



- Staff trained to be sensitive to racial and ethnic sensitivities (i.e. language, immigration status)
- School maintains partnerships with community organizations serving racial and ethnically diverse groups (i.e. churches, health centers) to further support the families in need
- School routinely provides opportunities to engage families and the broader community about trauma and its impact.



# Whole School Safety and Prevention Planning



- School climate assessment
- Trauma-informed emergency drills
- Clearly defined school wide behavioral expectations (e.g. PBIS)
- Adequate supervision
- Threat assessment strategy
- Bullying prevention

Key Components of a Trauma-Responsive School



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# Whole School Staff Support



- Building staff awareness of compassion fatigue and STS
- Staff peer support for working with trauma exposed students
- Availability of on-campus resources for staff working with trauma exposed students



# Whole School Trauma Programming



- Staff trained to provide emotional support to students following traumatic event (i.e. PFA for Schools, MH First Aid)
- Discipline policies that are sensitive to trauma exposed students
- School security and police trained to respond using tactics to de-escalate situations and avoid re-traumatization
- Restorative practices

Key Components of a Trauma-Responsive School



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# Classroom-based Strategies



- Use of socio-emotional learning programs (e.g. Second Step)
- Safe and calm classroom settings
- Integration of trauma history into the IEP process

Key Components of a Trauma-Responsive School



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# Early Interventions for Trauma



- Inclusion of trauma items in mental health assessments
- Consistent implementation of trauma-informed evidence-based practices
  - Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  - Support for Students Exposed to Trauma (SSET)
  - Bounce Back

Key Components of a Trauma-Responsive School



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# Targeted Interventions for Trauma

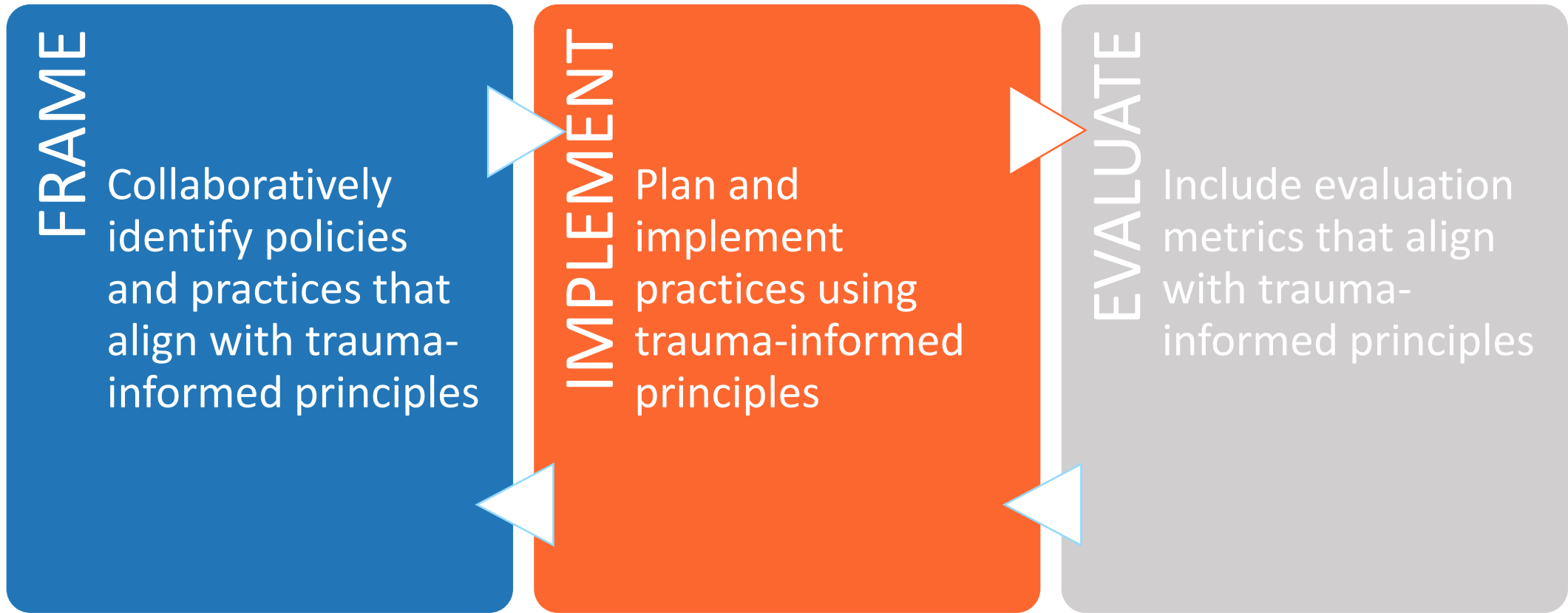


- Multidisciplinary team meetings include trauma exposure in conversations about student performance
- Partnerships with community-based trauma-informed community mental health providers

Key Components of a Trauma-Responsive School



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# Create a Trauma-Responsive MTSS Team

## Safety

- Team operations are conducted in a manner that fosters psychological safety of all participants

## Trust and Transparency

- Operations and decisions are made in a clear and transparent manner
- Create predictability and consistency

## Peer Support

- Staff assume that all member's intentions are positive
- All members recognize each other's strengths, interests, and contribution

## Collaboration and Mutuality

- Teams should be multidisciplinary including all disciplines and levels of staff
- Leveling of power and shared decision-making

## Empowerment, Voice and Choice

- Teams should include marginalized voices on campus (non-certificated staff, students, parents)

## Cultural Humility

- Teams should reflect ethnic and racial diversity of school and community population





# Trauma Responsive School Implementation Assessment



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## What is **SHAPE**?

A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)



### Take a Tour

From our school mental health quality assessment and resource library, to custom reports and a library of free and low-cost screening and assessment measures, SHAPE has the tools teams need to improve school mental health programming and sustainability in schools, districts, and states. Take the tour to learn more.



## The Trauma Responsive Schools Implementation Assessment (TRS-IA)

is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.



Current Reporting Period: **January 2019 - December 2019**

[Change Reporting Period ?](#)

[Summary Report](#)

<b>Whole School Safety Planning</b>  <a href="#">Take Survey</a> <a href="#">View Report</a>	<b>Whole School Prevention Planning</b>  <a href="#">Take Survey</a> <a href="#">View Report</a>	<b>Whole School Trauma Programming</b>  <a href="#">Take Survey</a> <a href="#">View Report</a>	<b>Classroom Strategies</b>  <a href="#">Take Survey</a> <a href="#">View Report</a>
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Current Reporting Period: January 2019 - December 2019

[Change Reporting Period](#) ?

[Summary Report](#)

### Whole School Safety Planning

[Take Survey](#) [View Report](#)

### Prevention/ Early Intervention Trauma Programming



Reporting period: 01/2019 - 12/2019



## Whole School Safety Planning



How comprehensive is your school's/district's assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?

1-Minimally comprehensive, only addresses immediate dangers

2

3

4-Very comprehensive

[Prev](#)



[Next](#)



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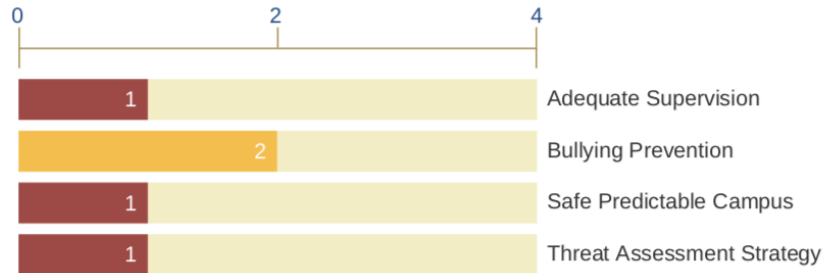
Reporting Period: January 2019 - December 2019  
 Date of Report: 12/02/2019  
 Entered By: 1 User

### About Whole School Safety Planning

Whole School Safety Planning includes procedures and activities for monitoring and maintaining physical safety on a school campus. Your school's Whole School Safety Planning score comprises your ratings on four indicators: (1) your assessment of the safety and predictability of your school campus; (2) implementing a standardized approach for adequate staff supervision of students across public spaces; (3) establishing and following a clearly defined process to determine when a student represents a harm to other students or staff; and (4) staff training in bullying prevention.



OVERALL COMPOSITE SCORE: 1.3



Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their whole school safety planning include:

- Conduct a crisis workshop training for school leadership.
- Identify "hot spots" on your campus that may require supervision.
- Conduct a needs assessment to develop an understanding of bullying in your school using surveys and/or focus groups.

For more in-depth guidance on these actions and next steps, please refer to the *Whole School Safety Planning Guide*.

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)

GOAL: \_\_\_\_\_

**How will you know if you've achieved success within this goal?** (For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)

INDICATOR OF SUCCESS: \_\_\_\_\_

### What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

### What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

# What is a trauma-responsive school system?

Realize  
*the prevalence  
and impact of  
trauma*

Recognize  
*the signs  
and  
symptoms  
of trauma*

Respond  
*by integrating  
trauma-  
informed  
principles to  
create a safe a  
nurturing school  
climate*

Resist  
*Re-  
traumatization*



# A Trauma-Responsive Lens for Student Behavior

The goal is to shift our perspective from

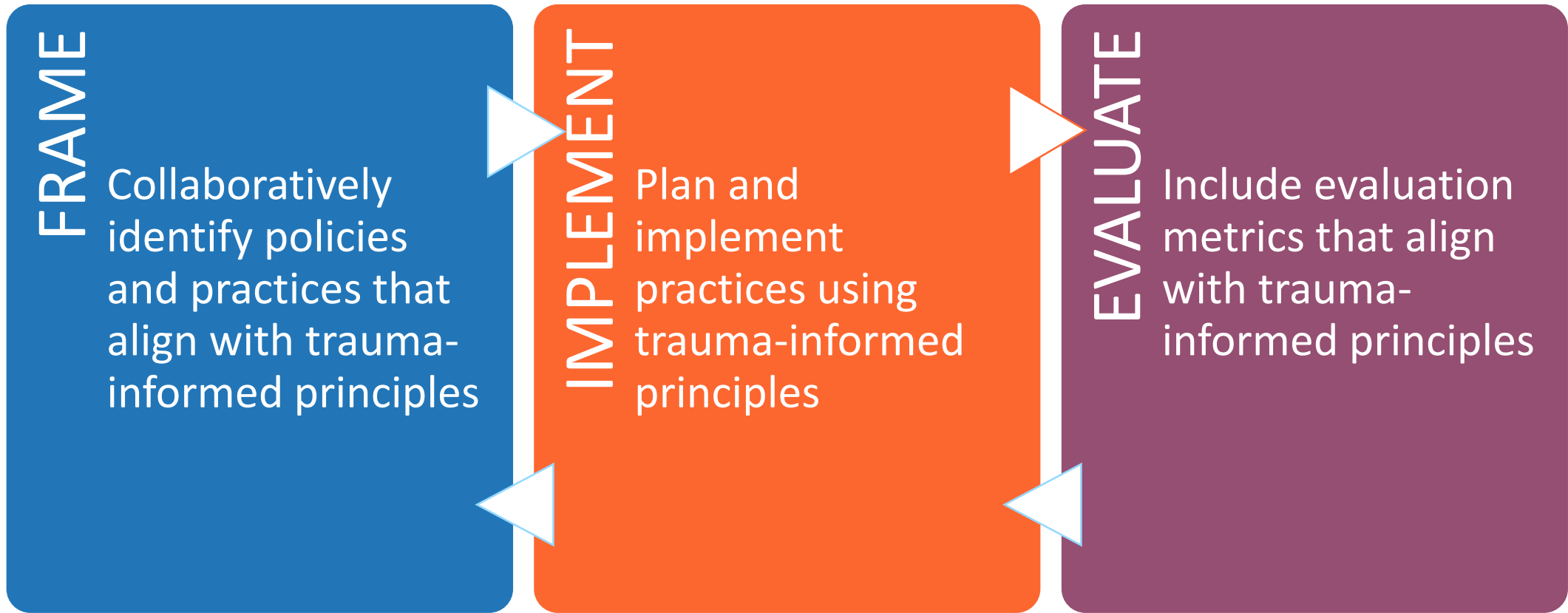
**“What’s wrong with that student?”**

to

**“What has happened to that student?”**



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# Trauma Responsive Metrics

## All pre-existing data collection and metrics

- Academic / Behavior / Socio-Emotional Data
- PBIS Evaluation Tools
- SWIS
- CHICK Survey
- Other tools

## Trauma Focused Metrics

- TRS-IA
- Trauma-Informed School Environmental Scan
- Compassion Fatigue Survey
- STS Organizational Survey
- Any other relevant

Note: All of this combined will continually inform your MTSS and systems transformation



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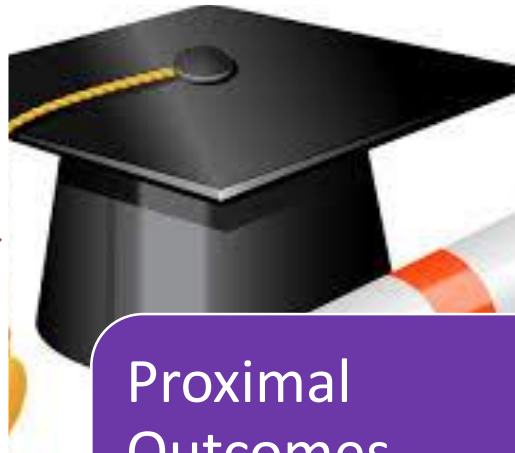


## Childhood Exposure

- ACES and Trauma



TRS



## Proximal Outcomes

- Academic Achievement
- Socio-emotional Wellness



## Distal Outcomes

- Better Health Outcomes
- Stable Employment
- Lower Incarceration



# Discussion / Questions / Feedback



# Contact Information

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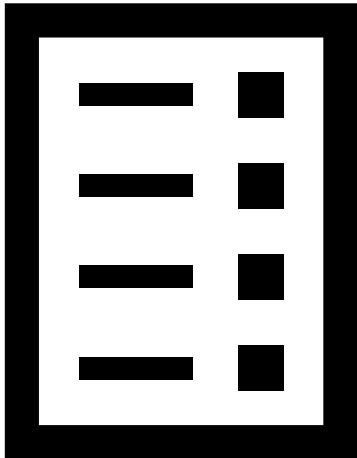


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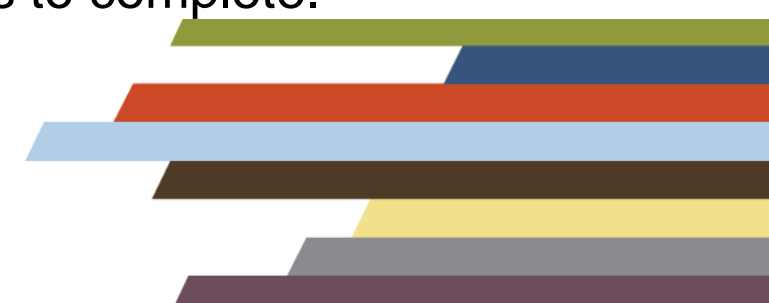


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THANK YOU!



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