

Making the Case for Trauma Informed Practices in Schools

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August 18th, 2021



Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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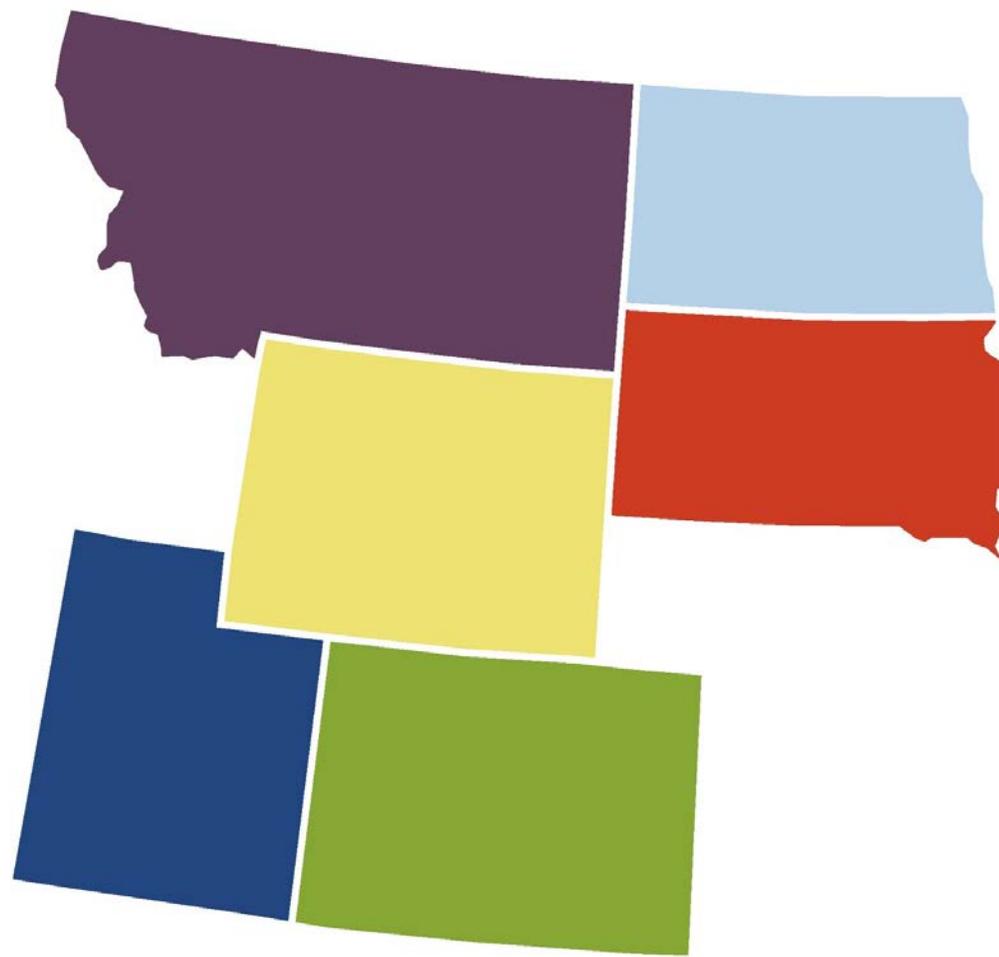
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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

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Trauma-Informed Practices in Schools



Training Objectives and Agenda

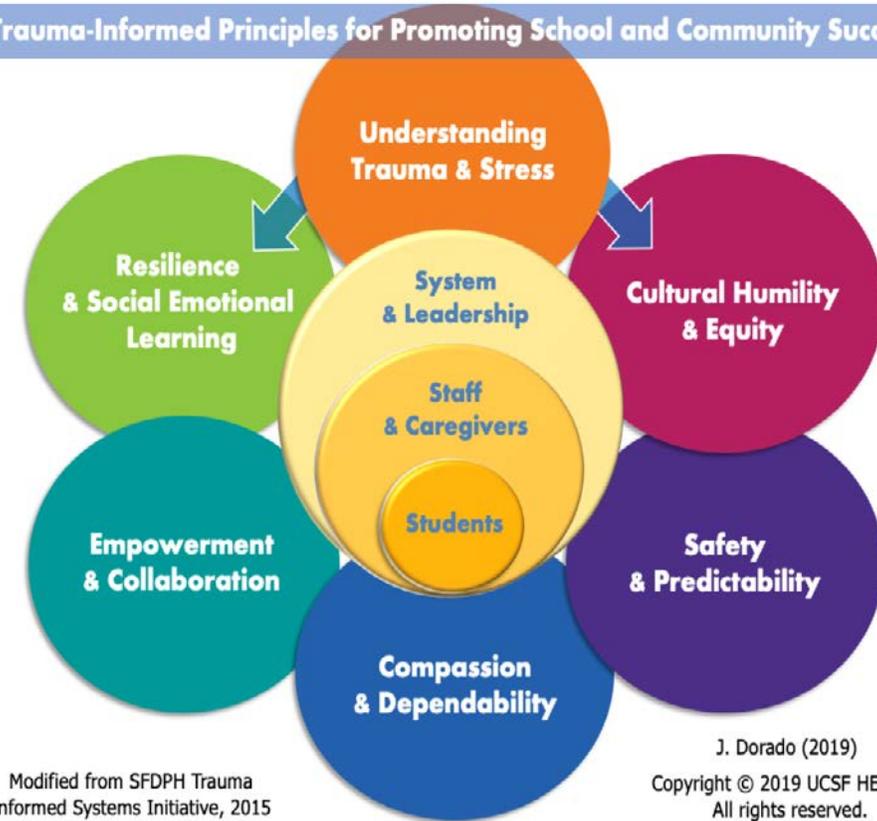
- Strengthen understanding of trauma and how it impacts the classroom.
- Gain strategies for managing the impact of trauma in the classroom.
- Discuss needs assessments to effectively design trauma responsive practices training for your school.

Understanding Trauma

- Shared language
- School culture
- Staff and student wellness

HEARTS Trauma-Informed Principles

Trauma-Informed Principles for Promoting School and Community Success



Modified from SFDPH Trauma Informed Systems Initiative, 2015

J. Dorado (2019)
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Definition of Trauma

“Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being.”

SAMHSA (2014)

*“Every child needs one person who is
crazy about them.”*

- Urie Bronfenbrenner, 1977



60 Minutes (2018)

Shifting Our Perspective

Instead of what's wrong with you.

Ask

What happened to you?

Expect all students to be dealing with trauma on some level.

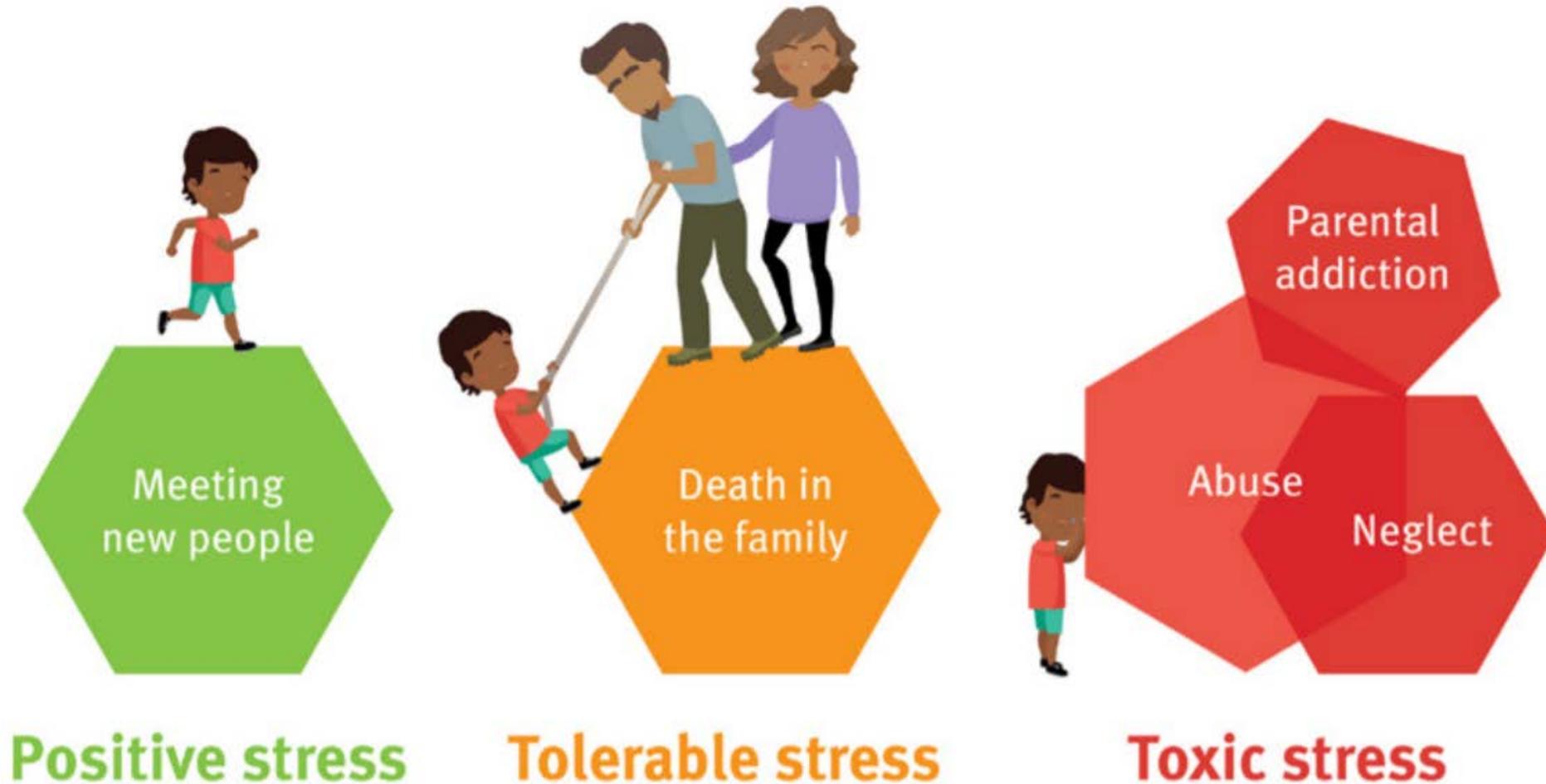
Core Guiding Principle: Understanding Trauma & Stress



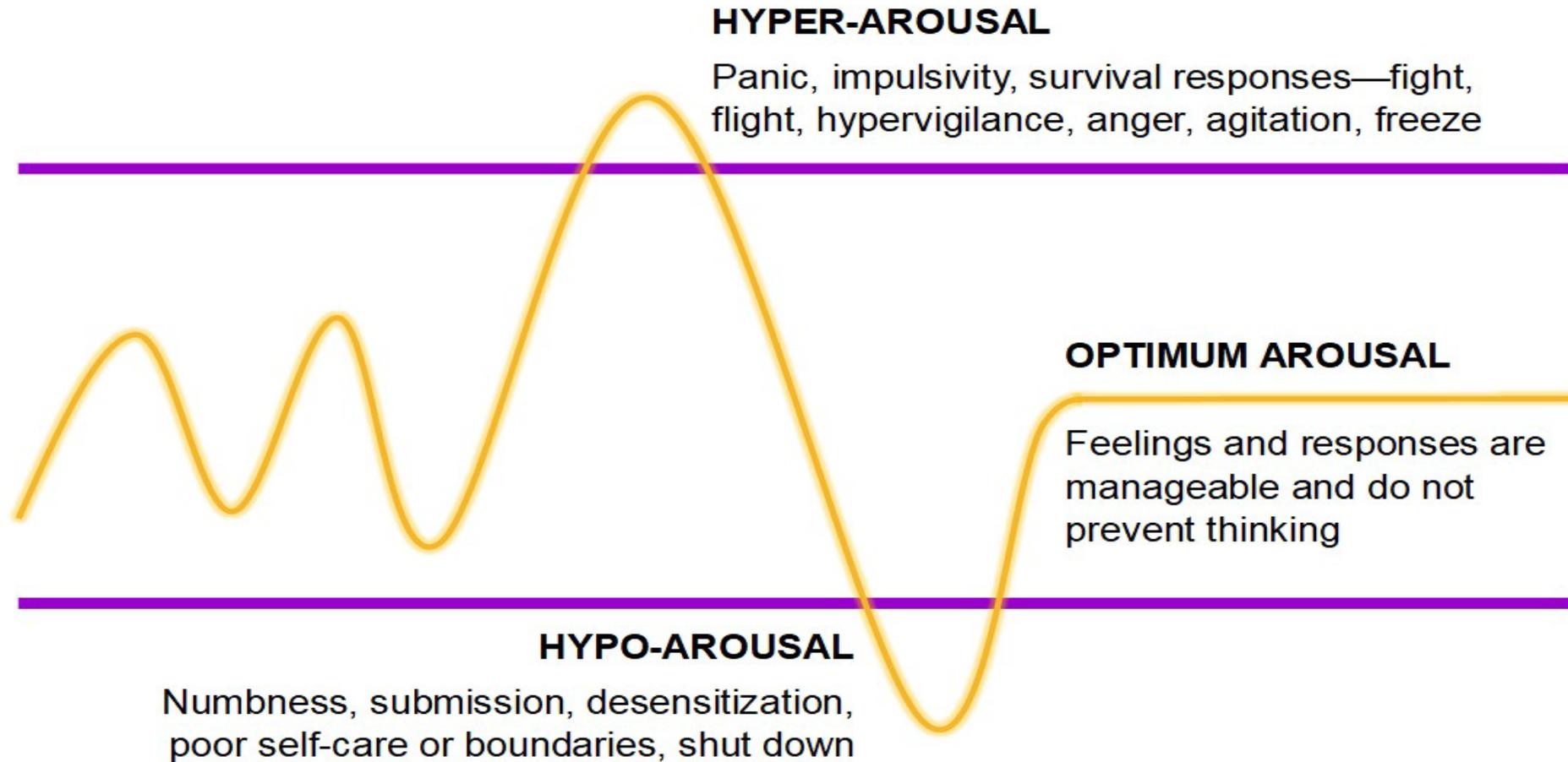
Without understanding trauma, we are more likely to misinterpret trauma-related behaviors.

When we understand trauma and stress, we increase our ability to act compassionately.

Stress and Toxic Stress



The Window of Affective Tolerance



Summary of Understanding Trauma and Stress

1. Toxic stress in the absence of protective relationships can have a negative effect on development.
2. More than **two thirds of children** reported at least one traumatic event by age 16.
3. Early childhood brain development is formed by genetics and experiences.
4. There are different developmental responses to trauma.
5. The presence of a caring adult can mitigate the effects of stress and promote lifelong healthy development.
6. Changing our mindset to "what has happened?"

How Trauma Impacts Learning



Resilience

The capacity to grow and thrive with strength and tenacity in the face of trauma and oppression for individuals and communities

Resilient Futures 2018

- Connection
- Coping
- Competence



The Power of Relationships

- Self regulation/ Co-regulation
- Proactive relational practices
- Portable practice



 **Behavior Regulation**

What do teachers notice when students demonstrate problems with behavior regulation?

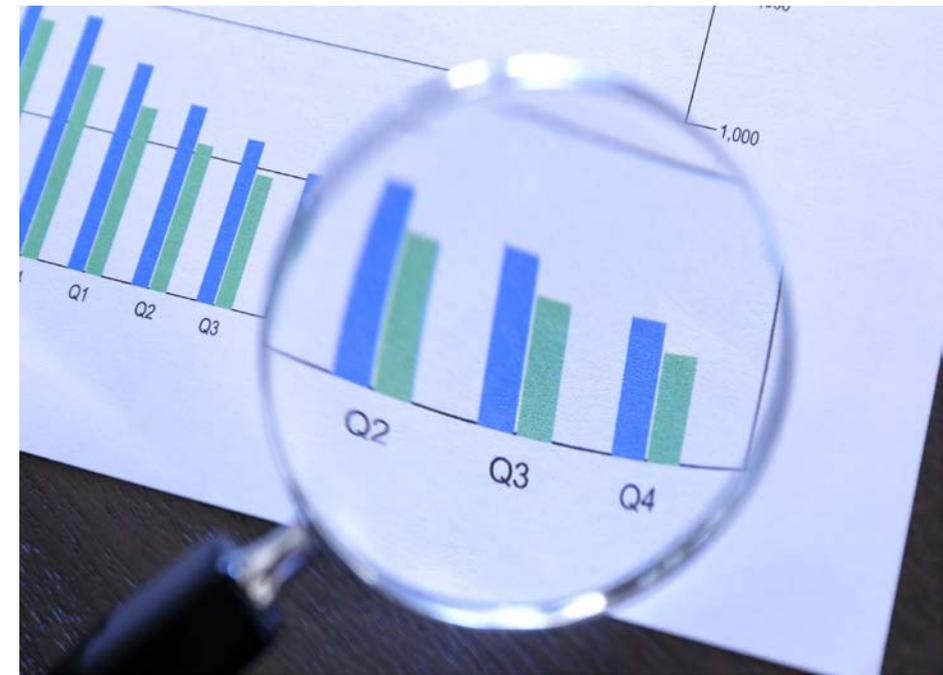
 Problems with Behavior Regulation

Watch on  YouTube

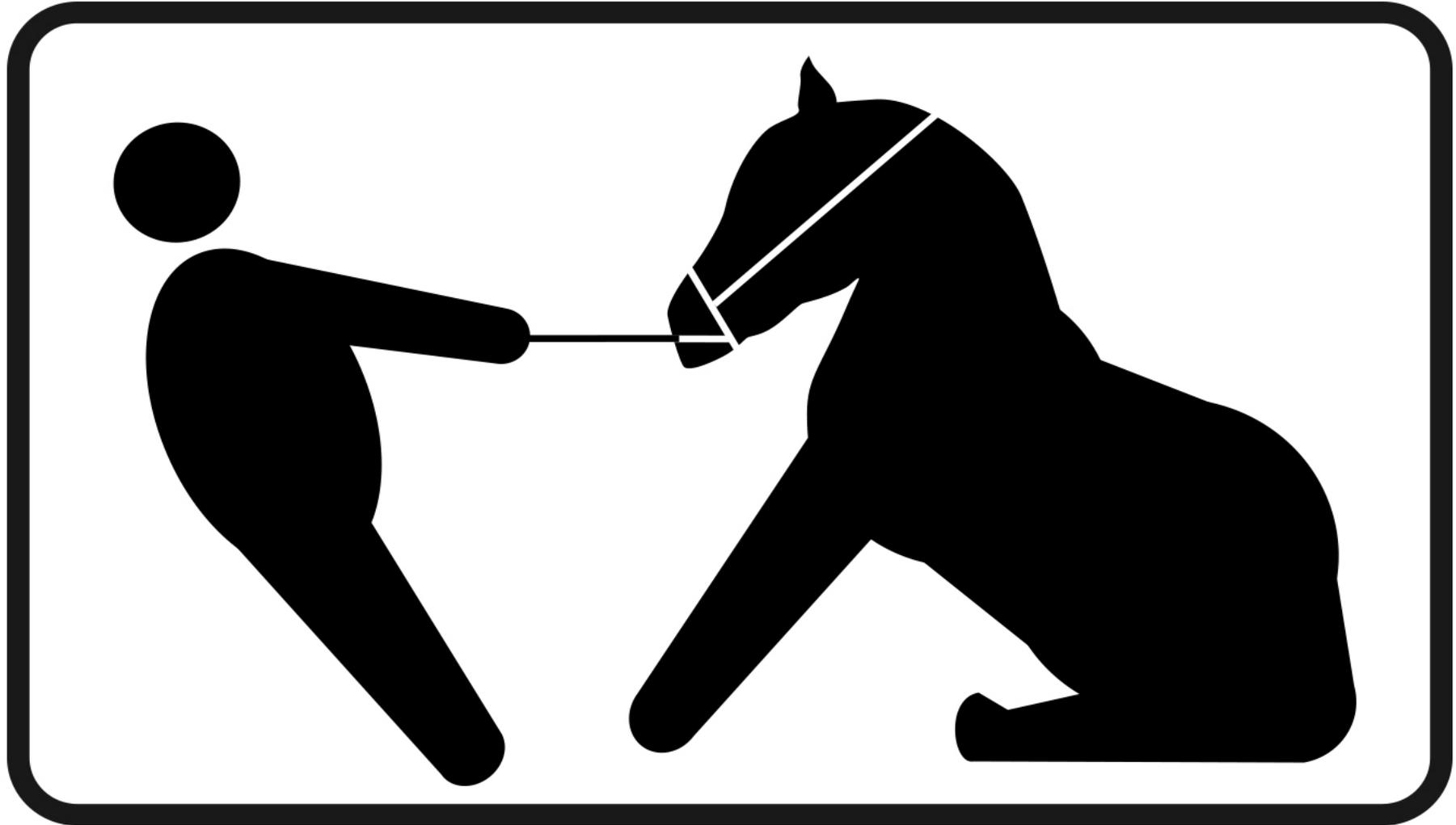
Watch later Share

Prioritizing Trauma Responsive Practices Training in Schools

- Outcomes and data
- Benefits all students
- Increase and improves instructional time

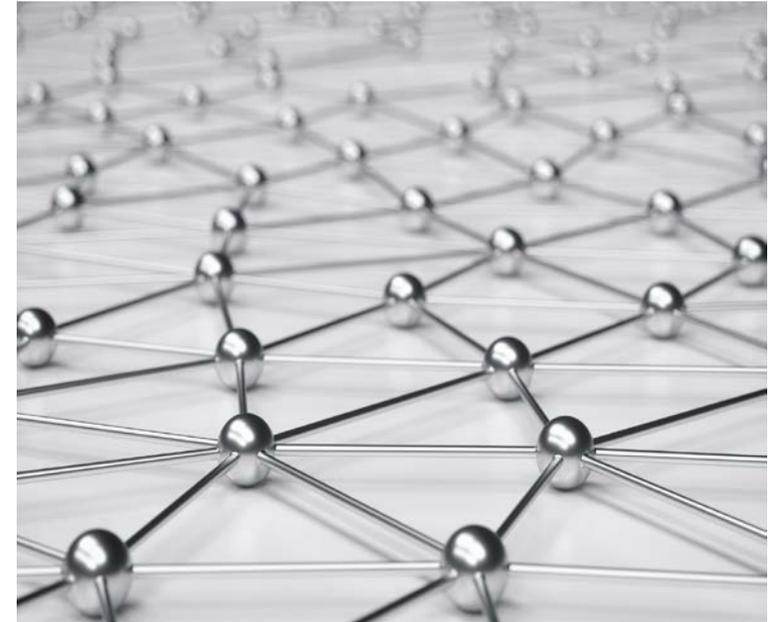


Anticipating Resistance

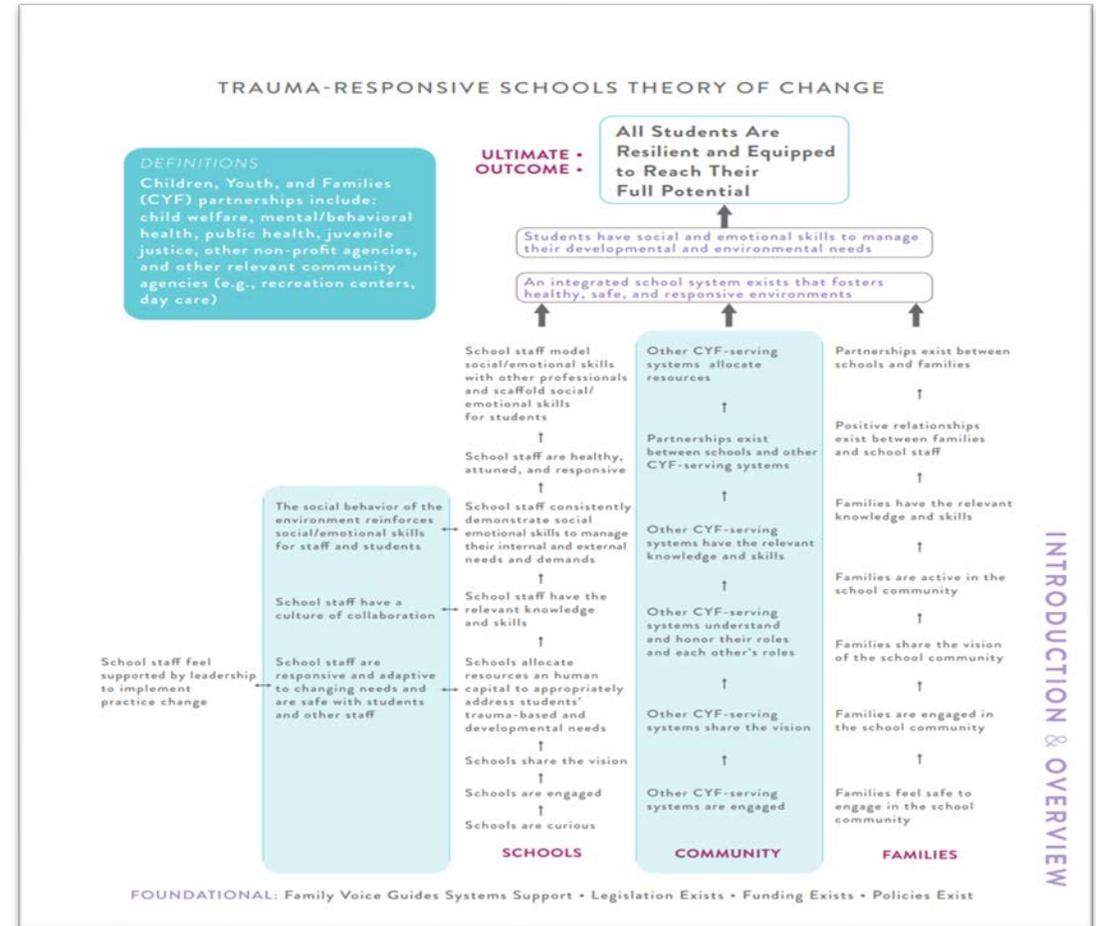
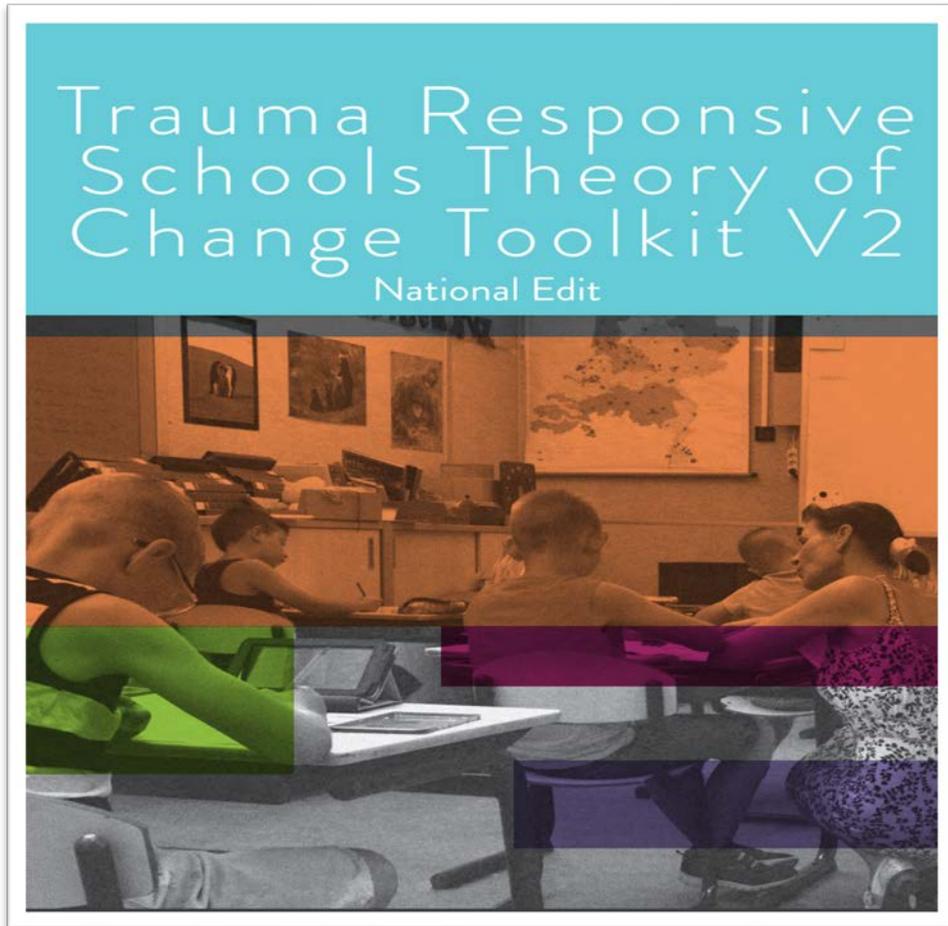


Needs Assessment

- What does your school community need?
- What are you doing well?
- What areas can you use more support?
- What do the students and families say?
- How do you know?



Trauma Responsive Schools Theory of Change Toolkit



TRSTC Needs Assessment Tool

	Urgency				Achieved?			✓ if Very/High Urgency & Partially/Not Yet Achieved
Phase 2: Relevant Knowledge and Skills								
11. School staff feel supported by leadership to implement practice change	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
12. School staff are responsive and adaptive to changing needs and are safe with students and other staff	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
13. School staff have a culture of collaboration	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
14. Schools allocate resources and human capital to appropriately address students' trauma-based and developmental needs	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
15. School staff have the relevant knowledge and skills	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
16. Other CYF-serving systems have the relevant knowledge and skills	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
17. Families have the relevant knowledge and skills	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
Phase 3: Social and Emotional Skills								
18. The social behavior of the environment reinforces social/emotional skills for staff and students	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
19. School staff consistently demonstrate social and emotional skills to manage their internal and external needs and demands	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
20. School staff are healthy, attuned, and responsive	Very High	High	Moderate	Low	Fully	Partially	Not Yet	
21. School staff model social/emotional skills with other professionals and scaffold social/emotional skills for students	Very High	High	Moderate	Low	Fully	Partially	Not Yet	

SHAPE System

- Trauma Responsive Schools Implementation Assessment (TRS-IA)
- School Mental Health Quality and Sustainability Assessments
- Screening and assessment library



TRS-IA Sample Questions

Whole School Trauma Programming 

To what extent have teachers and/or other school staff been trained to provide emotional support to students following a traumatic event (i.e. Psychological First Aid, PFA-S, NASP PREPaRE)?

1-Teachers and other school staff are encouraged to support students but no organized training has been provided	2	3	4-Teachers and other school staff have been trained in a specific approach and utilize it when necessary
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Prev Next

Whole School Trauma Programming 

To what extent does your school/district educate staff about trauma and its effect on students (impact on brain, behavior, and academics)?

1-Minimal; addressed through a brief one-hour in-service	2	3	4-Substantial attention (ongoing educational opportunities)
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To what extent does your school/district train staff in skills for interacting with and supporting traumatized students? (ex. de-escalation, referral)

1-Minimal; addressed through a brief one-hour in-service	2	3	4-Substantial attention (ongoing educational opportunities)
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Prev Submit

Prevention/Early Intervention Trauma Programming 

How routinely does your school/district incorporate trauma exposure into your mental health assessments?

1-Does not do so at all	2	3	4-Does so routinely for all students receiving mental health assessments
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Prev Next

Training Set-up Considerations

- Setting up the space
- Co-facilitation
- Time
- Acknowledging the content may be challenging
- Resistance



Discussion and Next Steps

- Trauma Informed Practices Training Learning community opportunity
- Application coming soon
- Classroom WISE

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