

The Zoom Interface

The screenshot shows a Zoom Webinar window with a dark header bar. The main content area displays the TTC logo and a 'Thank you for joining us today!' message. A 'Question and Answer' window is open, showing a test question and a text input field. A 'Zoom Webinar Chat' window is also open, showing a 'To: All panelists' field. The bottom toolbar contains icons for Audio Settings, Chat, Raise Hand, Q&A, and Leave. Annotations with arrows point to various elements: 'Click here to maximize your session view' points to the 'Enter Full Screen' button; 'Click here to adjust your audio settings' points to the Audio Settings icon; 'Click here to leave the session' points to the Leave button; and several text boxes explain the Q&A and Chat features.

Zoom Webinar

You are viewing David Terry's screen

View Options

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TTC
Technology Transfer Centers
Funded by Substance Abuse and Mental Health Services Administration

Thank you for joining us today!

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Select a Speaker

- Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
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- Audio Settings...

Audio Settings

Click Here to adjust your audio settings

Chat

Raise Hand

Q&A

Click here to leave the session

Leave

Question and Answer

All questions (1) My questions (1)

You 07:35 AM

This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...

Zoom Webinar Chat

The chat feature will allow you to talk with other people in today's webinar.

The To field will tell you who will receive your message. Be mindful of who you are chatting to.

To: All panelists

Your text can only be seen by panelists

All attendees are muted. Today's session will be recorded.

School Mental Health Summit

*Emerging Stronger and More Resilient: Learning from the
COVID-19 Crisis*



2-Day Virtual Conference
August 31 – September 1, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Day 1: Session 2

10:45 am-11:15 am EST

Trauma-Informed Approaches for School Mental Health Providers

Today's Sessions

Session 3: 11:30 am – 12:45 pm EST

Comprehensive School Mental Health: Addressing Elevated Stress to Trauma in Schools

Session 4: 1:15 pm – 2:30 pm EST

Taking Off the Mask: Showing Up as Your Authentic Self

Today's Sessions

Session 5: 2:45 pm – 3:45 pm EST

Social and Emotional Learning (SEL) Champions Pave the Way!
Elevating Teacher Leaders to Support Sustainable SEL

The full schedule and individual Zoom links can be found on our conference website.

Please visit:

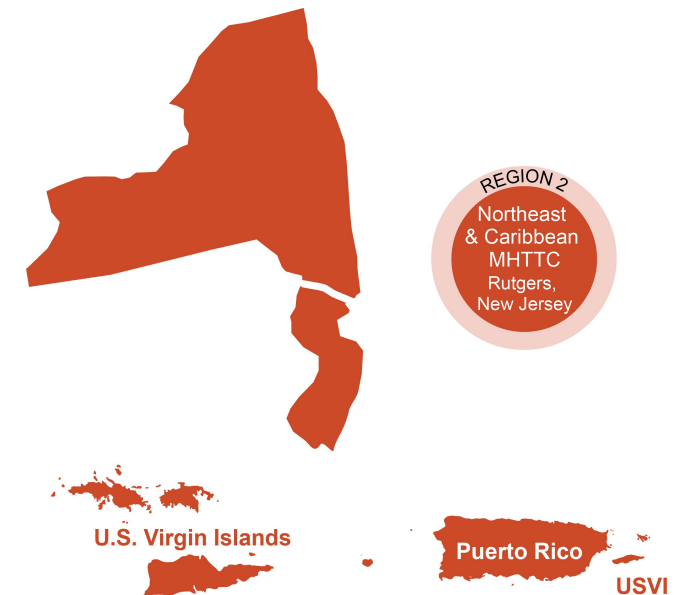
<https://mhttcschoolmentalsummit.rutgers.edu>

About Us

Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC):

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, etc.) to provide effective services to people with mental illnesses.

Special focus on enhancing student mental health in schools.

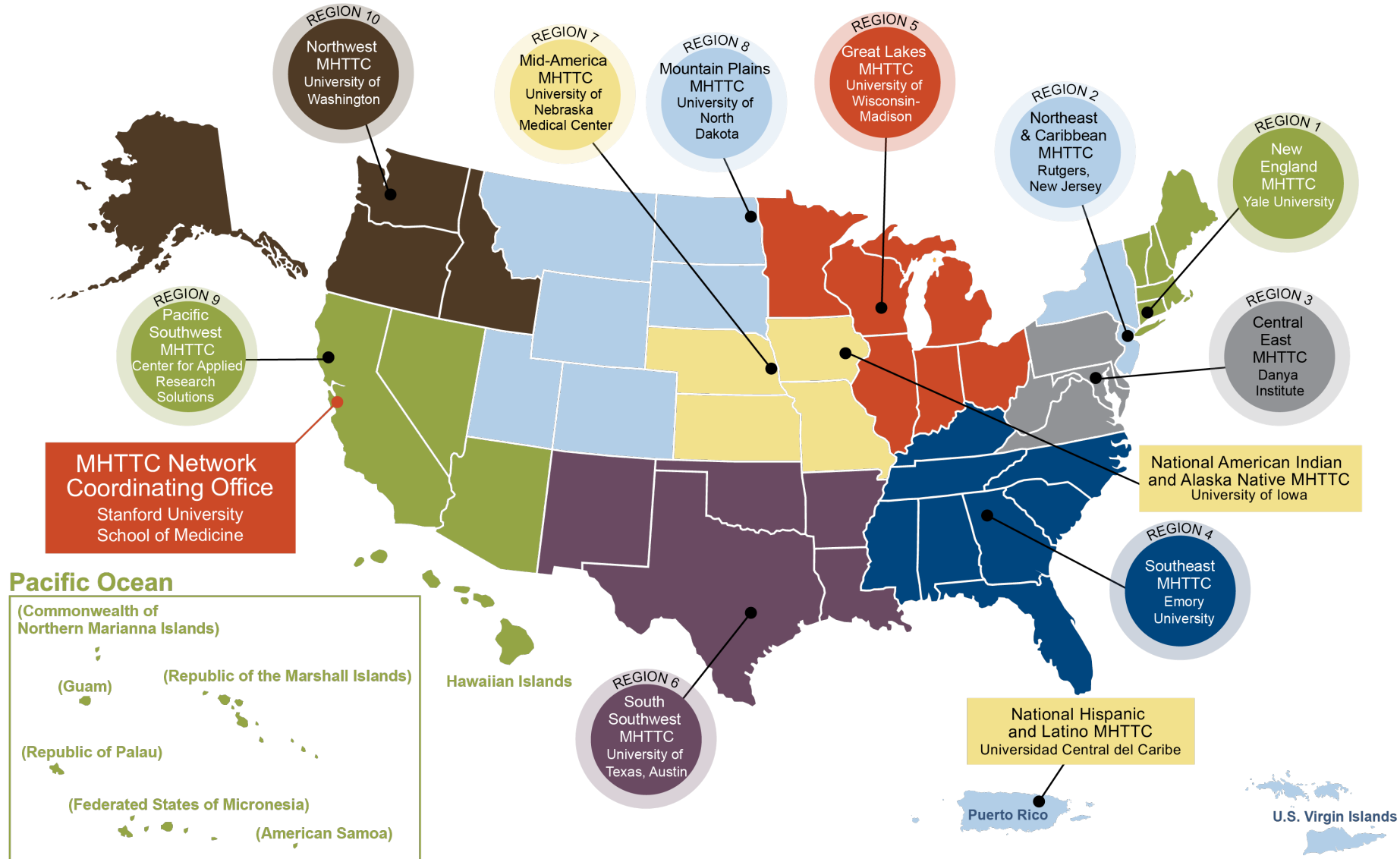




MHTTC

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

MHTTC Network



School Mental Health Supplement

Supplemental funding was awarded to provide training and TA to teachers and school staff regarding student mental health (2018-2021)

Focus on:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services



Trainings

- Youth Mental Health First Aid
- Trauma Informed Schools
- Cultivating Resiliency
- Suicide Prevention
- Social Emotional Learning
- Crisis Interventions
- School Refusal and Anxiety
- Self-Care

Technical Assistance

- Individualized plans with schools
- Implementation of SMH
- Resource Mapping
- Needs Assessment
- Teaming
- Assessment
- Tiered Supports
- Funding



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Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

Video Recording Information

- *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

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- Question and Answers
 - Q & A will occur at the end of the presentation.
 - Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
 - Note: your question is visible to all participants.
- Chat and Polls
 - Throughout the webinar, we will be asking for your input.
 - Use the Chat or Poll features in Zoom located on the task bar.
 - You can control who can see your chat comments.

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**

Our Presenter



Berre M. Burch, Ph.D.



TRAUMA-INFORMED APPROACHES FOR SCHOOL MENTAL HEALTH PROVIDERS

Dr. Berre M. Burch
Clinical Director
Children's Bureau of New Orleans

INTRODUCTION: TRAUMA INFORMED SCHOOLS

There is no one-size-fits-all model for school mental health

Many different stakeholders, many different systems

The New Orleans Trauma Informed Schools Learning Collaborative

- Tulane University/Safe Schools NOLA
- Institute of Women and Ethnic Studies
- City of New Orleans
- Louisiana Public Health Institute
- NOLA Public Schools
- Project Fleur de Lis
- [Children's Bureau of New Orleans](#)
- <https://safeschoolsnola.tulane.edu/learning-collaborative/>

I will do my best to share as many perspectives as I can. My understanding of trauma-informed care is evolving, and I am learning new ways to best meet the needs of the community, schools, and students I serve.

OVERVIEW

Background—Why Grief and Trauma? Why Now? Why Schools?

Theory and research—Trauma Informed → Healing Centered

Contextualizing/decontextualizing trauma-informed approaches

Assessing needs and laying the groundwork

Trauma-informed interventions

Implementation

Questions

BACKGROUND—WHY TRAUMA AND LOSS?

Trauma and loss are widespread experiences that occur across the lifespan, including childhood

- By age sixteen, 2/3 of children have experienced a potentially traumatic event
 - sexual or physical abuse
 - natural disaster or terrorism
 - sudden or violent loss of a loved one
 - refugee or war experiences
 - serious accident or life threatening illness
 - military family-related stress

Trauma exposure, mental health, and school performance go hand-in-hand

- Trauma-related mental health concerns impact
 - Achievement
 - Social development—friendships and behavior
 - School completion
 - Post-secondary academic pursuits
- Interventions like SEL and school mental health programs associated with improved educational outcomes

BACKGROUND—WHY SCHOOLS?

- Early identification
- Prevention
- Daily opportunities to provide support
- Learning—build skills to manage adversity
- Cost effectiveness
- Mandates to provide services to qualifying students
- Schools are an important safety net—recognize and prevent further trauma/victimization

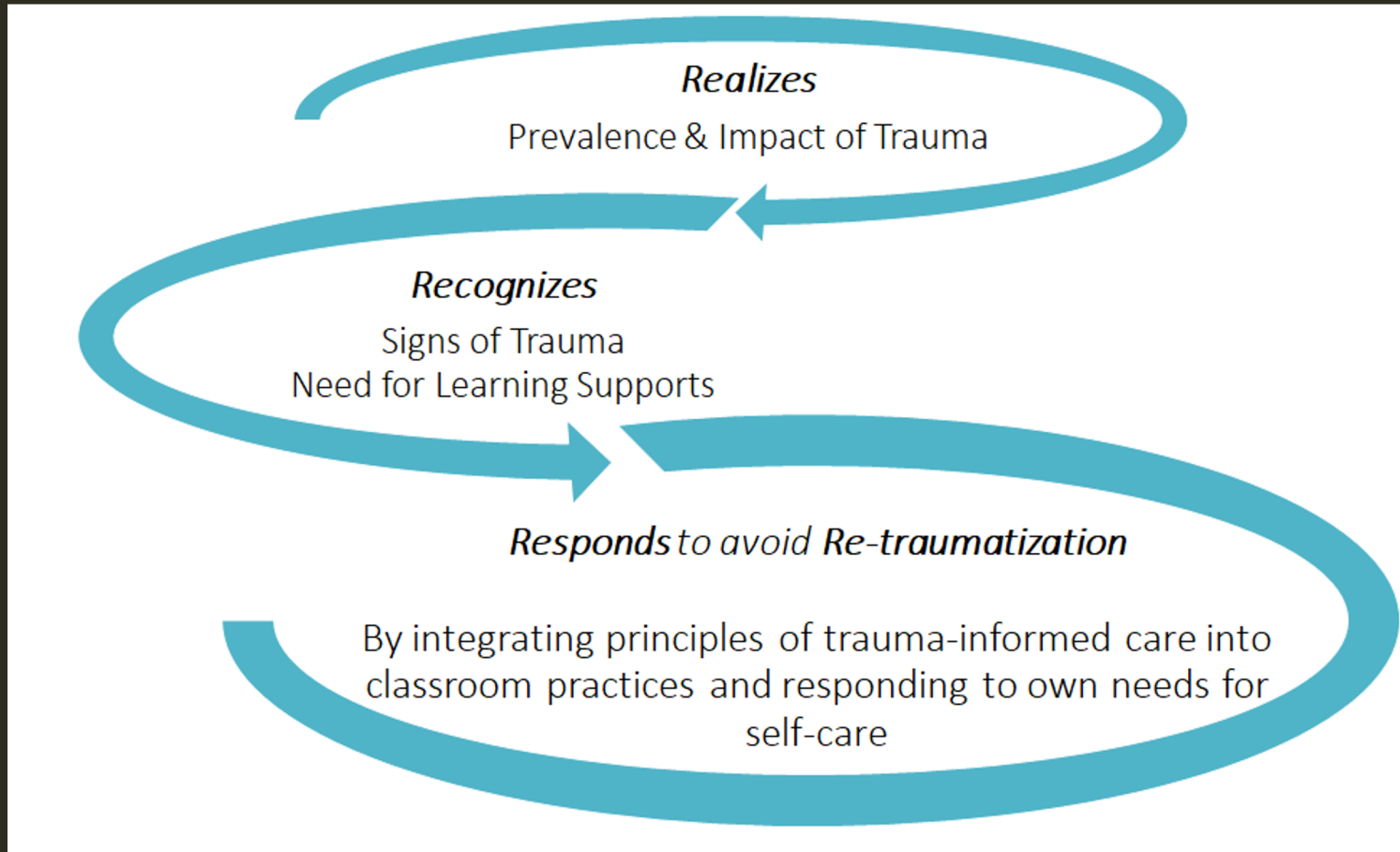
BACKGROUND—WHY NOW?

This past year and a half has disrupted the lives of children and youth

- Covid-19
 - Lost jobs and livelihoods of families
 - Lost day-to-day physical connection with colleagues and friends
 - Loss of life (over 613,000); more than 40,000 children have lost caregivers
 - Increases in criminal violence
 - Elevated risk for abuse and domestic violence
- Rise in White supremacy, Black Lives Matter and anti-Asian racism movements
 - Intersecting historical oppression
 - Disproportionate impact

(Castrellon, Fernandez, Rivarola, & Lopez, 2021)

WHAT IS A TRAUMA-INFORMED SCHOOL?



WHAT IS A TRAUMA INFORMED SCHOOL?



WHAT IS A TRAUMA INFORMED SCHOOL?



THEORY AND RESEARCH—TRAUMA INFORMED AND HEALING CENTERED APPROACHES

Given the widespread exposure of trauma and loss, especially over the past year and a half, it is essential for schools to facilitate resilience and offer supports that promote healthy recovery

Trauma-informed schools have received substantial attention in the education and mental health literature (Overstreet & Chafouleas, 2016) and increasingly public policy initiatives are calling for the use of trauma-informed approaches.

SAMHSA's Principles of trauma-informed care:

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Cultural humility



THEORY AND RESEARCH—TRAUMA INFORMED AND HEALING CENTERED APPROACHES

Work on trauma-informed practices (not just schools) has received some fair criticism for focusing primarily on the impact of trauma and for over pathologizing already marginalized groups.

(Castrellon, Fernandez, Rivarola, & Lopez, 2021; Chafouleas et al., 2021)

Creating trauma-informed schools must go far beyond professional development programming or implementing a specific, trauma-informed intervention. The goal should be system-level change.

Shifting focus to approaches that are also “healing centered”

Trauma-informed and healing centered approaches:

- Promote healthy development and building skills to face adversity
- Examine issues of equity
- Recognize the role of historical traumas like racism and discrimination
- Elevate voice and choice
- Require transparency
- Honor cultural practices for healing

(Becker-Blease, 2017; Bryant-Davis, 2007)

TIERED RESPONSE

Students experience many different forms of hardship, stress, and trauma.

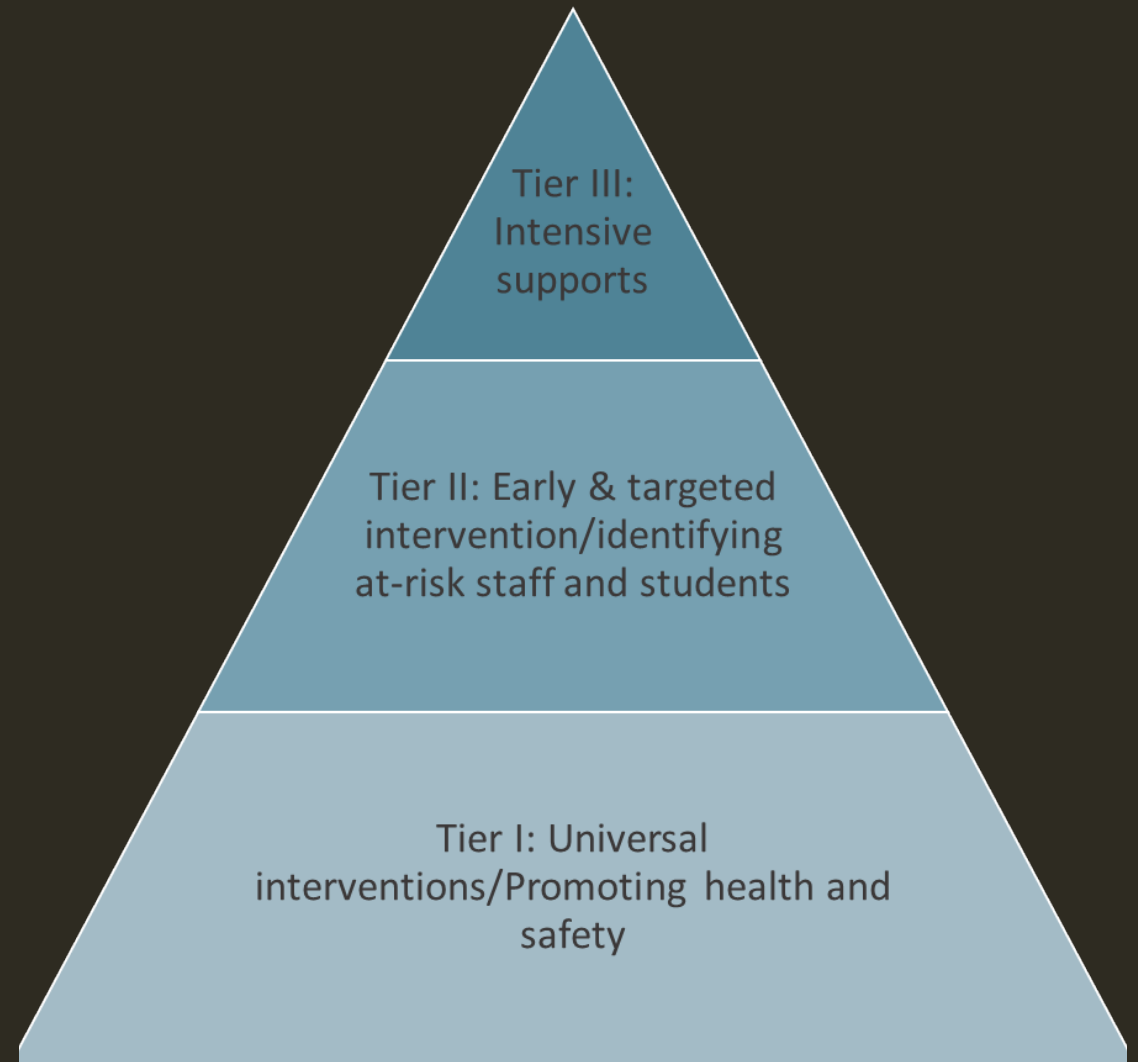
Trauma and grief impact individuals differently; reactions/impact will vary.

How do we determine the right level of care (screening)?

How do individuals move across each tier of response?

Interventions should span the range of needs.

(NCTSN, 2017)



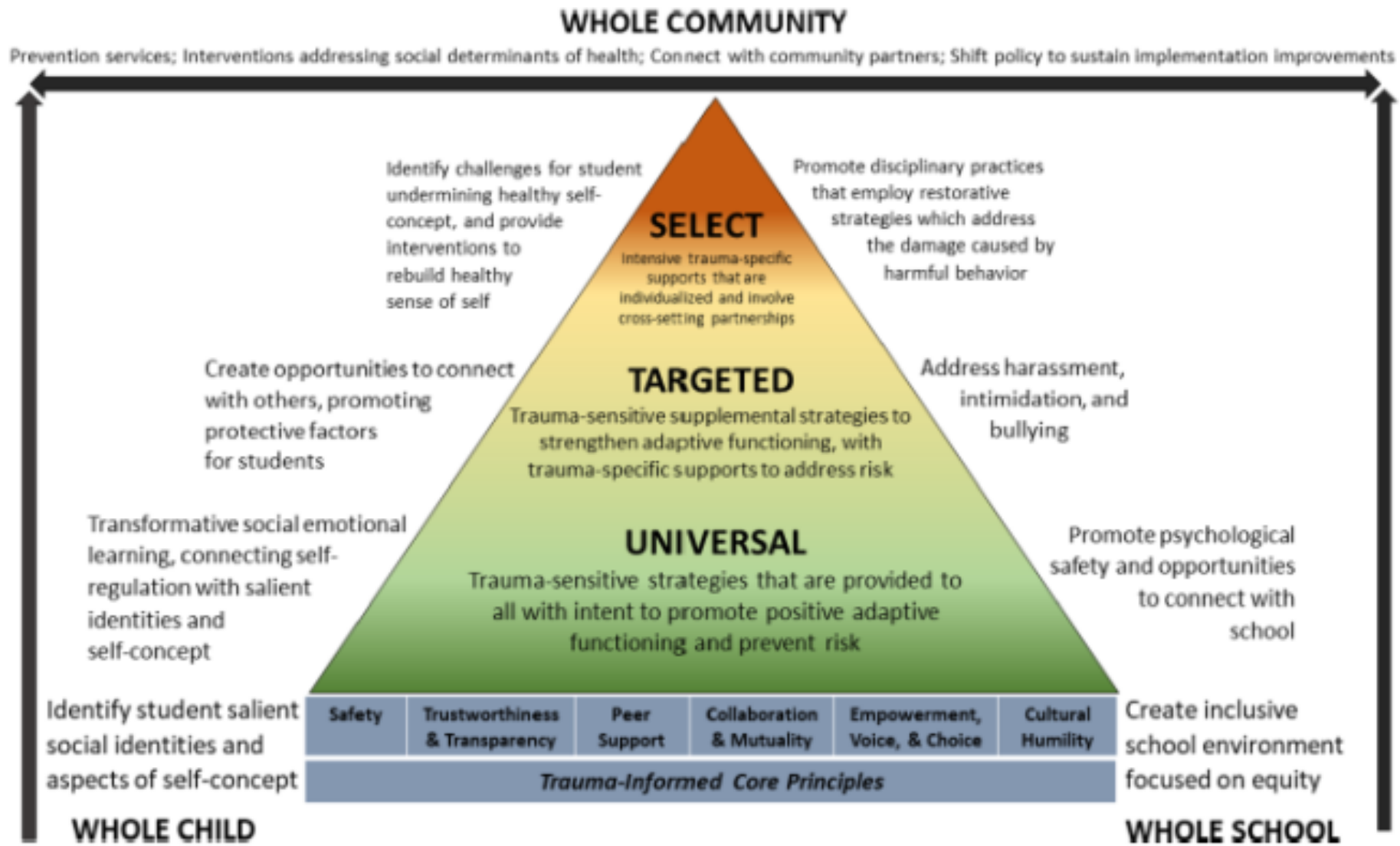


Fig. 1 Illustration of a system approach to trauma-informed care in schools. *Note.* An ecological framework applied to a trauma-informed approach in schools interweaves whole school and whole community supports to enable a tiered system approach to supporting the whole child

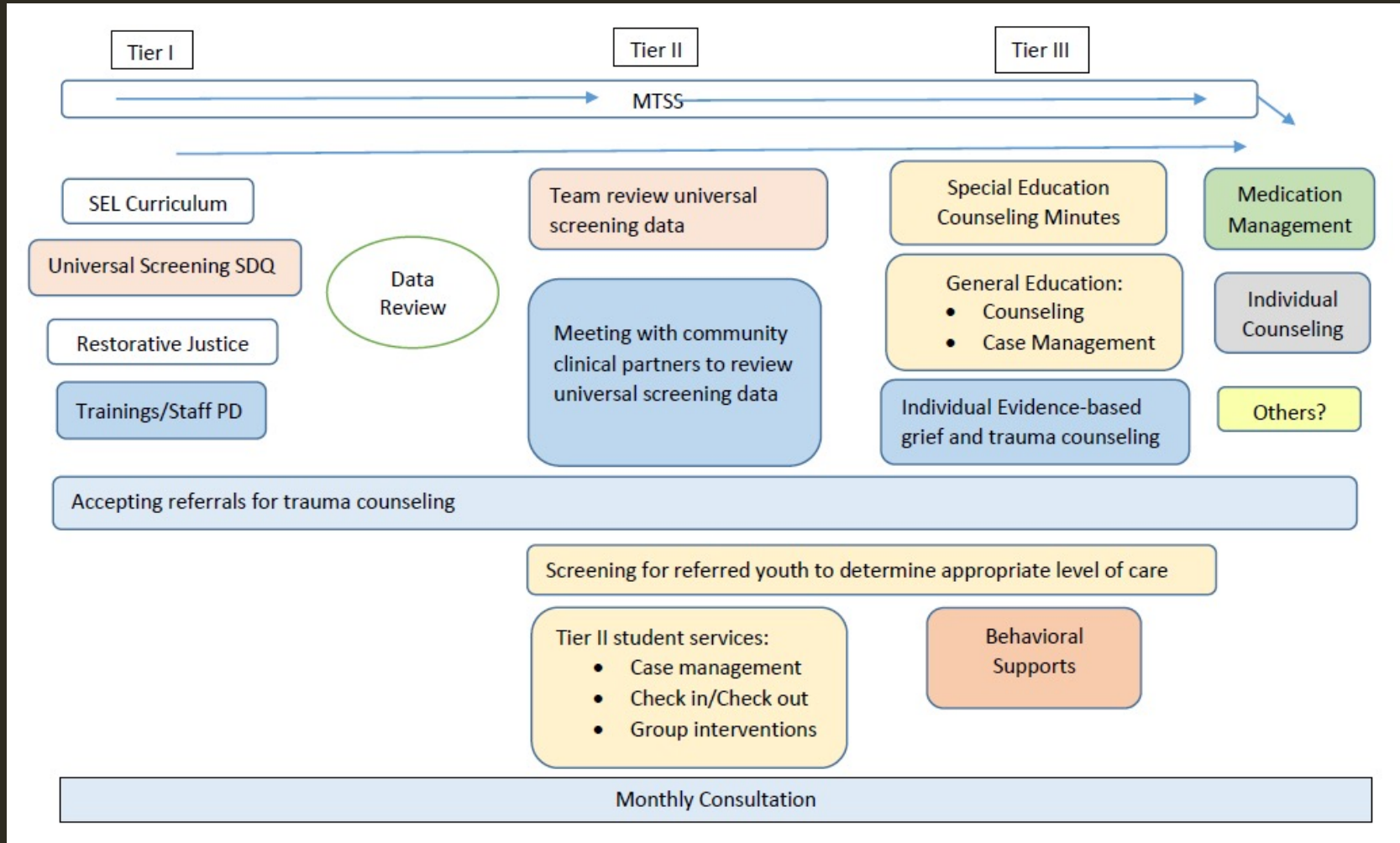
From: Chafouleas, S., Pickens, I., & Gherardi, S. (2021). Adverse childhood experiences (ACES): Translation into action in K12 education settings. *School Mental Health, 13*, 1-12.

TIER I: UNIVERSAL, TRAUMA-SENSITIVE STRATEGIES THAT PROMOTE SAFETY, WELLNESS, & CONNECTION

Strategies for Schools Staff & Students/Families

- Resource mapping
- School's self assessment of policies & practices
- Staff check-in—pandemic-related stress
- Comprehensive pandemic & emergency plans
- Information sharing/felt safety
- Establish school mental health infrastructure and clear referral pathways
- Understand & reestablish routines that promote connection and joy
- Predictable & supportive learning environment
- Self regulation—strategies for staff/students
- Opportunities for staff, students, & families to build connections
- Avenues for voice & choice
- Evaluate readiness, acceptability, feasibility
- Examining issues of equity routinely
- Promotion of self care & peer support
- Professional development
- Time & resources for SEL
- Discipline practices that are trauma informed

MAPPING: WHAT IS CURRENTLY IN PLACE?



What is needed?

TOOLS FOR EVALUATING/ASSESSING/MAPPING SMH & TIC



School Health Assessment and Performance Evaluation System (SHAPE)

- <https://www.theshapesystem.com/>

Attitudes Related to Trauma Informed Care (ARTIC)

- <https://traumaticstressinstitute.org/the-artic-scale/>

Equity Audit—Beloved Community

- <https://www.wearebeloved.org/equity-audit>

TIER II: **TARGETED**, TRAUMA-SENSITIVE, SUPPLEMENTAL STRATEGIES THAT PROMOTE ADAPTIVE FUNCTIONING & IDENTIFY AT-RISK STUDENTS

Strategies for Schools Staff & Students/Families

- Screening for risk, trauma exposure, and related mental health concerns (see next slide)
- Group interventions
- Peer support (faculty/student)
- Trauma-informed processes as students move toward more individualized supports
- Behavior response tied to trauma-informed practices—e.g., restorative practices
- Awareness of secondary traumatic stress & impact on school staff
- When virtual, finding opportunities to build/maintain connections between teachers and students—one-on-one check-ins with students at-risk for disengagement
- Family input, empowerment, and connection to additional supports for students
- Address challenges to school climate
- Supplemental support for SEL programming—small group pull out or interventions
- Developmentally appropriate psychoeducational opportunities about stress, trauma, and resilience
- Identify resources to support staff mental health—EAP, specific community providers who work with teachers

TRAUMA SCREENING AND ASSESSMENT

Identifying the appropriate treatment needs and the correct level of care is a key component in a trauma-informed school

Screening is a valuable tool, but needs to be done with an eye toward the bigger picture and considerable advanced planning.

Considerations for selecting a screening tool and implementing school-based screening:

- Cost
- Personnel time, training, and effort needed to administer
- Who will score, analyze, and connect data to interventions?
- Who will complete measures (e.g., teacher, parent, student, etc.)?
- How will informed consent work?
- Is the purposes and use of screening tools understand by stakeholders?
- What is your capacity for screening? Timing?
- How will results be shared with stakeholders?
- Is there a plan/service level for all possible outcomes?

(Eklund & Rossen, 2016)

RESOURCES FOR EVALUATING TRAUMA SCREENING TOOLS



The National Child Traumatic Stress Network

- <https://www.nctsn.org/treatments-and-practices/screening-and-assessment>

Covid-Specific Screening

- <https://www.reactionindex.com/product/ucla-brief-covid-19-screen-for-child-adolescent-ptsd/>

Eklund, K., Rossen, E., Koriakin, T., Chafouleas, S. M., & Resnick, C. (2018). A systematic review of trauma screening measures for children and adolescents. *School Psychology Quarterly*, 33(1), 30-43.

TIER III: **SELECT/INTENSIVE**, TRAUMA-FOCUSED INDIVIDUAL LEVEL SUPPORTS

Strategies for Schools Staff & Students/Families

- Individual clinical supports
 - Trauma Focused-CBT
 - Cognitive Behavioral Intervention for Trauma in Schools
 - Grief and Trauma Intervention
 - Traumatic Grief Components Therapy for Adolescents

Management of school-community partnerships

Consultation

Postvention following crisis events

Peer support/peer navigation—linkage to higher level of care

Teacher mental health supports—employee health

Maintaining student voice and choice as levels of support intensify

Ongoing monitoring of traumatic stress levels and efficacy of targeted interventions

Trauma-sensitive referral resources

Trauma-sensitive practices in special education supports

Trauma-sensitive behavioral support plans

Safe spaces to cool down after experiencing trauma trigger

Families included in interventions and referrals

Adapting interventions to be culturally responsive

CHOOSING THE RIGHT INTERVENTION

What is the evidence?

Where and with whom has it been researched/implemented?

Does it address the types of trauma and losses my students face?

Does it target the forms of mental health concerns I typically see in my students?

Would this work in my setting?

What age groups does the intervention target?

Are there logistical barriers to consider?

What resources can be therapeutically leveraged?

CHOOSING THE RIGHT INTERVENTION? (CONT)

What are the training requirements?

How feasible is implementation?

What about acceptability (for all stakeholders)?

What is the real cost?

- Dollars for training
- Personnel time for training, supervision, prep

Is there a plan for sustainability?

Do you have support for consistent implementation and fidelity monitoring? (e.g., community partner)

What groundwork needs to be done to implement successfully—e.g., staff training, admin training, MOUs?

WHERE DO I FIND EBPS TO ADDRESS GRIEF AND TRAUMA ?



National Child Traumatic Stress Network

▪ <https://www.nctsn.org/>

California Evidence-Based Clearinghouse for Child Welfare (CEBC)

▪ <https://www.cebc4cw.org/>

Blueprints for healthy youth development

▪ <https://www.blueprintsprograms.org/>

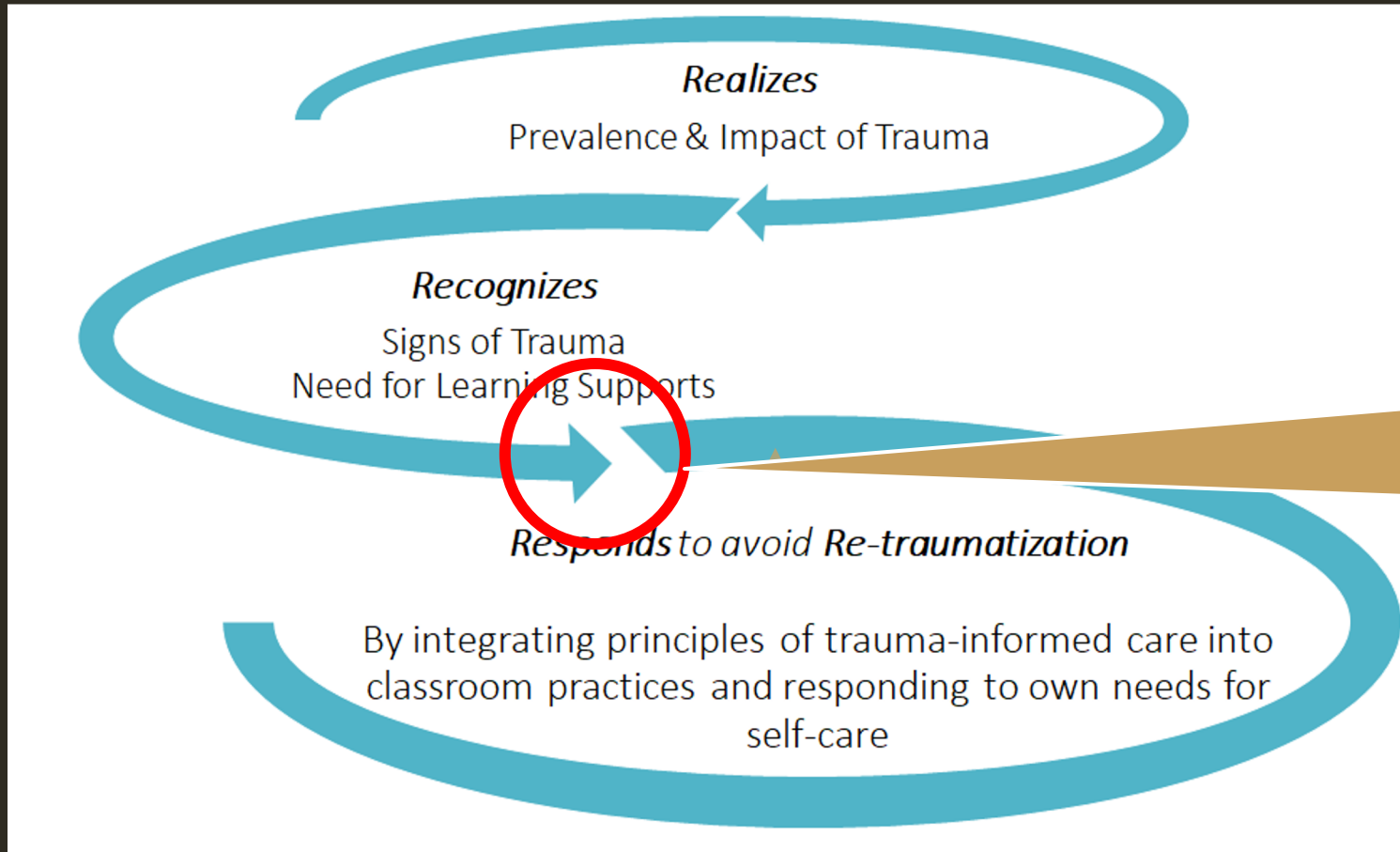
Model Programs Guide Office of Juvenile Justice and Delinquency Prevention

▪ <https://ojjdp.ojp.gov/model-programs-guide/home>

Evidence-Based Therapies Society of Clinical Child & Adolescent Psychology

▪ <https://effectivechildtherapy.org/>

WHAT IS A TRAUMA-INFORMED SCHOOL?



Chafouleas and colleagues highlight the importance of moving from knowledge to action and paying particular attention to implementation.

IMPLEMENTING TRAUMA INFORMED PRACTICES

Critical eye toward context, e.g., environmental scan

Shift approach to include a more holistic framework so that it is asset and whole child driven and orients toward system-level work

Build responses in the six principles of trauma informed care:

- Safety; trustworthiness; peer support; collaboration & mutuality; empowerment, voice, and choice; cultural humility

Attend to school level & child level response—cannot advance one without the other

Inclusive of all stakeholders

Allocate resources to implementation features:

- Consensus around core features
- Measure outcomes
- Evidence-based interventions across tiers
- System-level supports like workforce development and sustainability
- Evaluation of inputs, fidelity, and outcomes

SCHOOL MENTAL HEALTH PROVIDERS AS TRAUMA INFORMED SCHOOL CHAMPIONS

Whole-school and system-level change require buy in at all levels

Having champions and allies is important during the implementation process

School mental health providers cannot implement change in isolation, but...

We bring unique skills to the table:

- Building consensus
- Working collaboratively
- Use of data
- Evaluating outcomes
- What else?

How do we build on these skills to create change?



SUMMARY

This school year poses unique challenges and opportunities to address issues of trauma and loss in school-based settings.

Trauma-informed and healing centered approaches work and when implemented with fidelity across tiers of response can bolster student resilience and recovery.

Paying careful attention to implementation matters and must be done with intentionality in order to promote healing and avoid harm.

This has been a difficult year for school admin and staff; seek support, use resources, think creatively about partnerships.

Get going! There is much work to be done!

COVID-19 AND TRAUMA INFORMED SCHOOLS RESOURCES



Back to School After COVID-19: Supporting Student and Staff Mental Health Toolkit

<https://mhttcnetwork.org/centers/new-england-mhttc/product/c-tlc-back-school-after-covid-19-supporting-student-and-staff>

Trauma-Informed School Strategies during COVID-19

https://www.nctsn.org/sites/default/files/resources/resource-guide/trauma_informed_school_strategies_during_covid-19.pdf



QUESTIONS?

Question and Answer



Please enter any questions for presenters using the Q&A feature in the toolbar.

Evaluation Information

- The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.
- At the end of today's training please take a moment to complete a brief survey about today's training.



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- Guide our educational, training, and technical assistance efforts
- Tell us your training needs
- Responses are anonymous
- Use the QR code or link in follow-up email



**TRAINING NEEDS
ASSESSMENT**

Resources

- Helplines and Support
- National Suicide Hotline - 1-800-273-8255
- NAMI - 1-800-950-NAMI (6264) or info@nami.org
- Mental Health America- 1-800-273-TALK (8255), text MHA to 741741
- SAMHSA's National Helpline - referral and information - 1-800-662-HELP (4357)
- SAMHSA's Disaster Distress Helpline 1-800-985-5990 or text TalkWithUs to 66746

Next Session:

**The Comprehensive School Mental
Health: Addressing Elevated Stress to
Trauma in Schools**

11:30 am- 12:45 pm EST

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