

Integrating Classroom WISE With a Trauma-Informed Schools Framework

Stefanie Winfield, MSW

Great Lakes Mental Health
Technology Transfer Center

November 16, 2021

10:00 – 11:00 am CT

Brought To You By:



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January 2021

MHTTC Words Matter

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/
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

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guida_2019ed_v1_20190809-Web.pdf



Thank You for Joining Us!


A few housekeeping items:

- If you are having technical issues, please individually message Kristina Spannbauer or Stephanie Behlman in the **chat section at the bottom of your screen** and they will be happy to assist you.
- If you have questions for the speaker, please put them in the Q&A section at the bottom of your screen.
- A copy of the power point slides, as well as the recording and handout will be available on the MHTTC website within a week.

Thank You for Joining Us!

A few more housekeeping items:

- You will be directed to a link at the end of the presentation to a very short survey – we would really appreciate it if you could fill it out. It takes about 3 minutes.
- We will be using automated captioning during the presentation today
- Certificates of attendance will be sent out to all who attended the full session. They will be sent via email.

A close-up photograph of several social media icons on white, 3D keyboard keys. The icons include Pinterest (red circle with white 'P'), Snapchat (yellow square with white ghost), Instagram (purple and pink gradient camera icon), Facebook (blue square with white 'f'), and Twitter (blue bird). The keys are arranged in a grid-like pattern, with some keys partially visible and others more prominent. The background is a light gray surface.

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- @GreatLakesATTC
- @GMhttc
- @GLPTTC

Presenter

Stefanie Winfield



Integrating Classroom WISE with a Trauma Informed Schools Framework

Stefanie Winfield, MSW
Great Lakes, MHTTC
November 16th, 2021
10 am CT

Learning Objectives

- Review Classroom WISE Mental Health Literacy resource.
- Explore how Classroom WISE supports existing trauma informed school practices principles, and programs.
- Identify talking points and implementation strategies to integrate Classroom WISE into your school's Trauma informed practices framework

Classroom WISE: Well-being Information and Strategies for Educators

- FREE 3-part training package for K-12 educators and school personnel on mental health literacy/awareness.
- Development process included input from educators, students, and school mental health leaders.

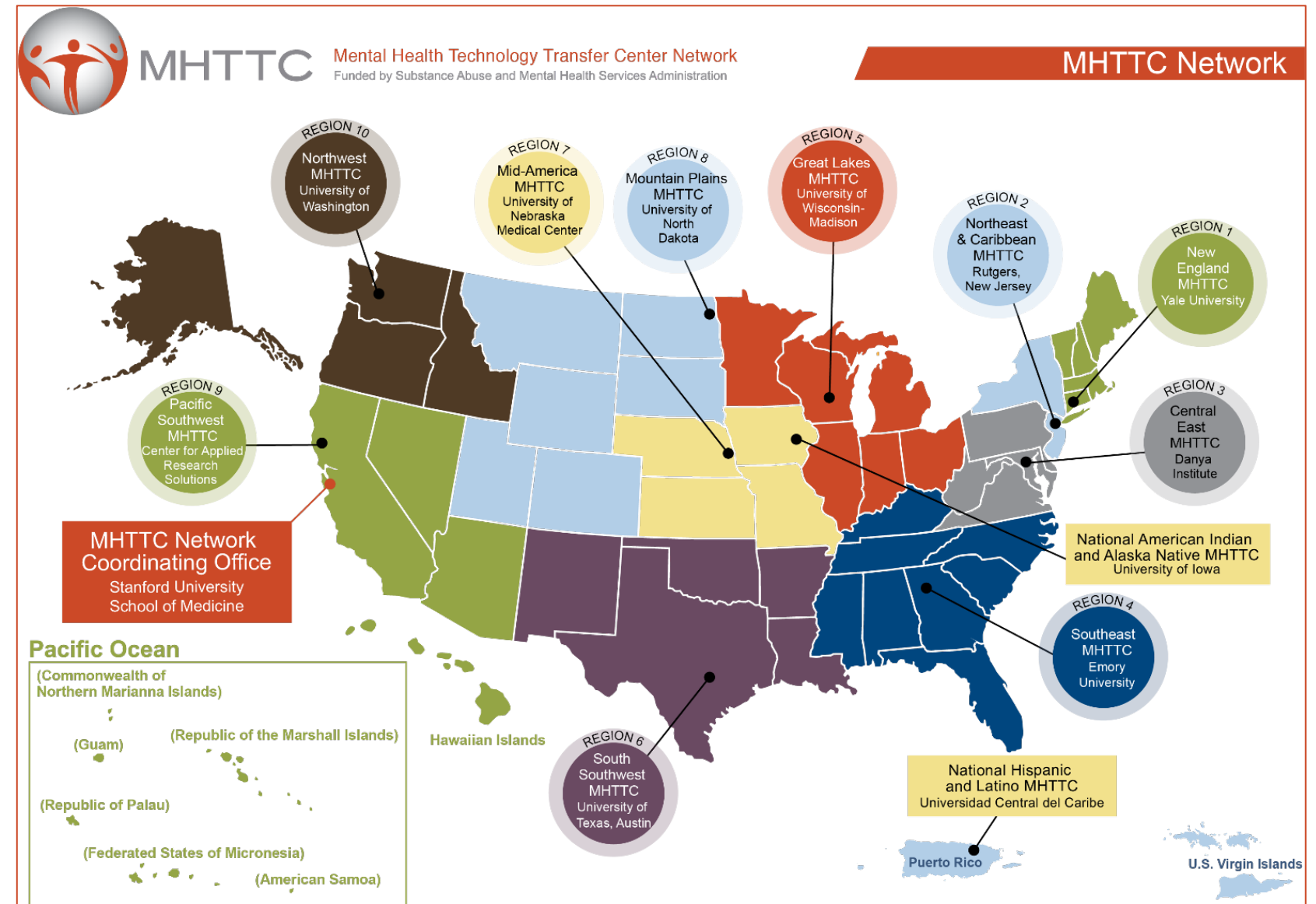


Available at www.classroomwise.org

Mental Health Technology Transfer Center (MHTTC) Network

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental health prevention, treatment, and recovery.

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





Evidence-Based Content

Classroom
WISE

Well-Being Information and
Strategies for Educators

Classroom WISE offers evidence-based strategies to promote student mental health and support students with mental health challenges.

Skills are based on the scientific literature on school climate, mental health literacy/awareness, social emotional learning, and school-based interventions for mental health problems.



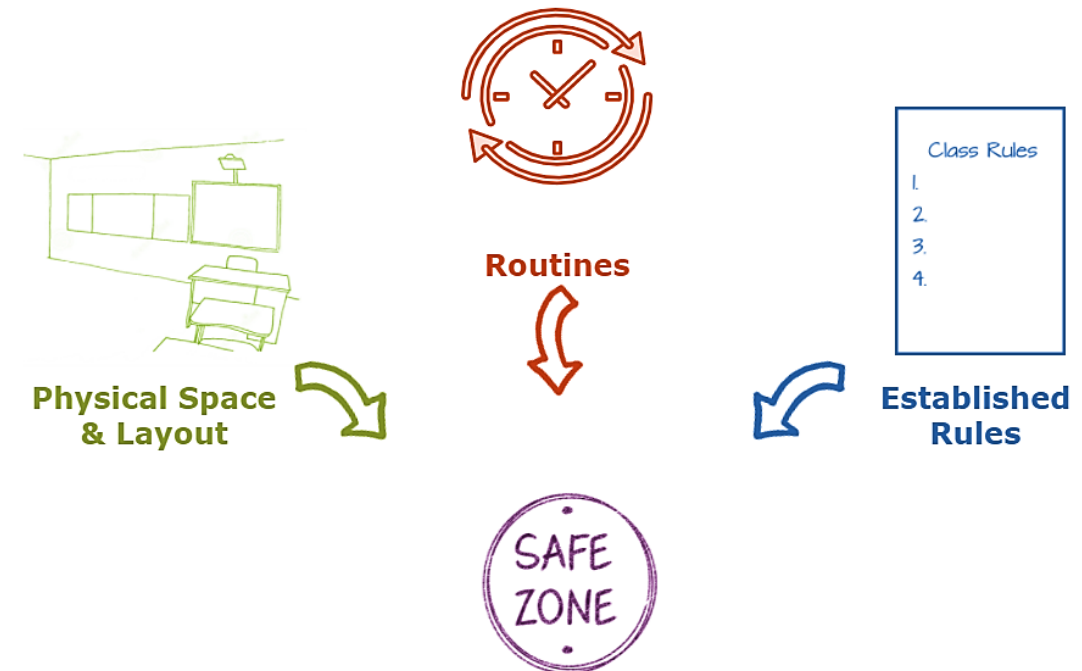
Classroom
WISE
Well-Being Information and
Strategies for Educators

Modules 1-3: Promoting Mental Health and Well-being of Students

- Creating safe and supportive classrooms.
- Bringing mental health into the classroom and addressing stigma.
- Fostering social emotional competencies.

Environment

The physical and instructional environment you create is very important to help students feel safe and supported.





Classroom
WISE
Well-Being Information and
Strategies for Educators

Modules 3-6: Understanding and Supporting Students Experiencing Adversity and Distress

- Impact of trauma/adversity on learning and behavior.
- Understanding and identifying student distress and linking students to support.
- Classroom strategies to support students with mental health concerns.

Stress & Trauma

8. Be **aware of stress or trauma** reminders

It's hard for a student to feel safe when regularly reminded of past events or traumas.

Being center of attention

Sudden or loud noises

Fighting or yelling

Confinement

Physical touch

Unexpected changes



Classroom WISE Modules

Module 1: Creating Safe and Supportive Classrooms

Module 2: Teaching Mental Health Literacy and Reducing Stigma

Module 3: Fostering Social Emotional Competencies and Well-Being

Module 4: Understanding and Supporting Students Experiencing Adversity

Module 5: Impact of Trauma and Adversity on Learning and Behavior

Module 6: Classroom Strategies to Support Students

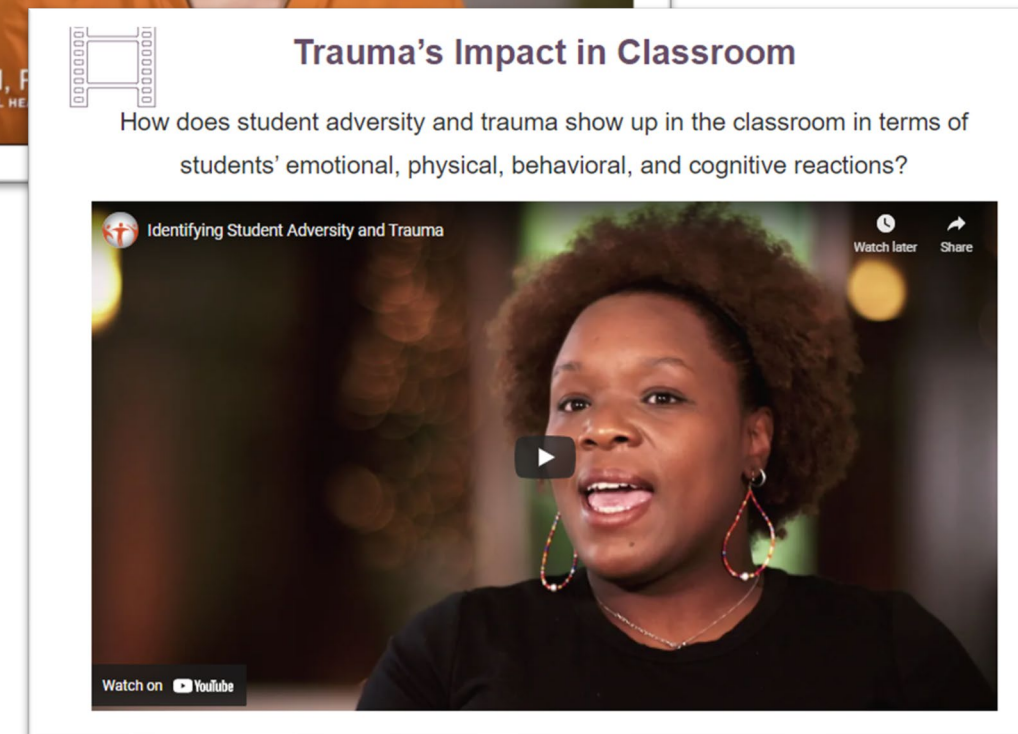
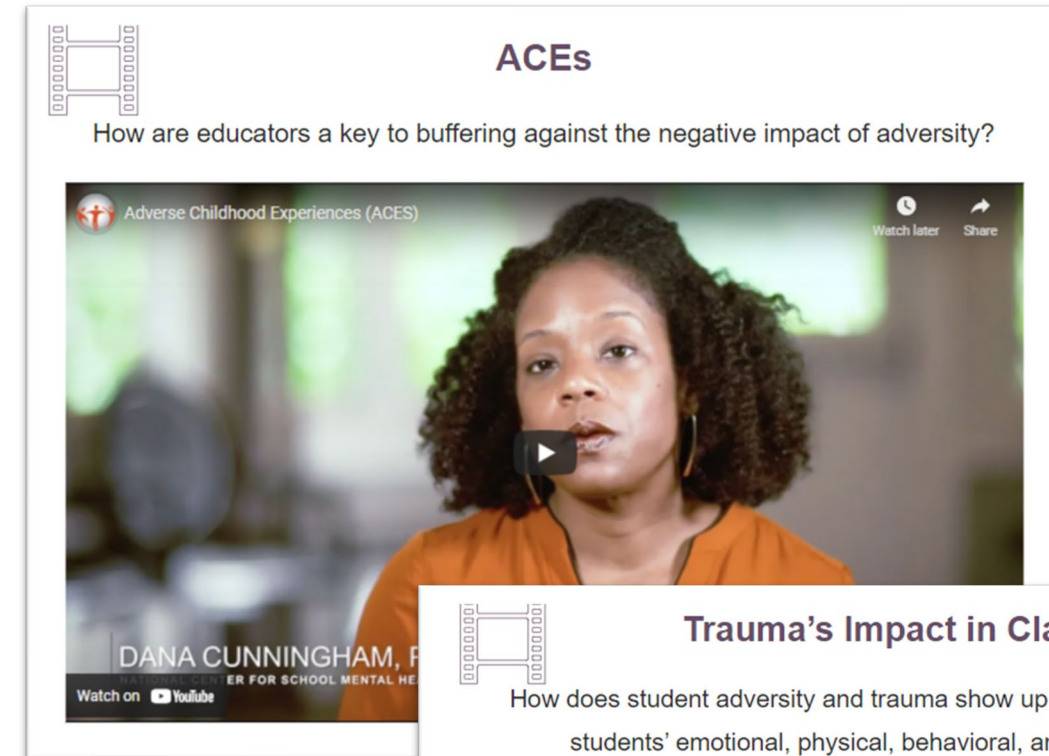
Poll

How are you currently addressing the impacts of trauma on students at your school?

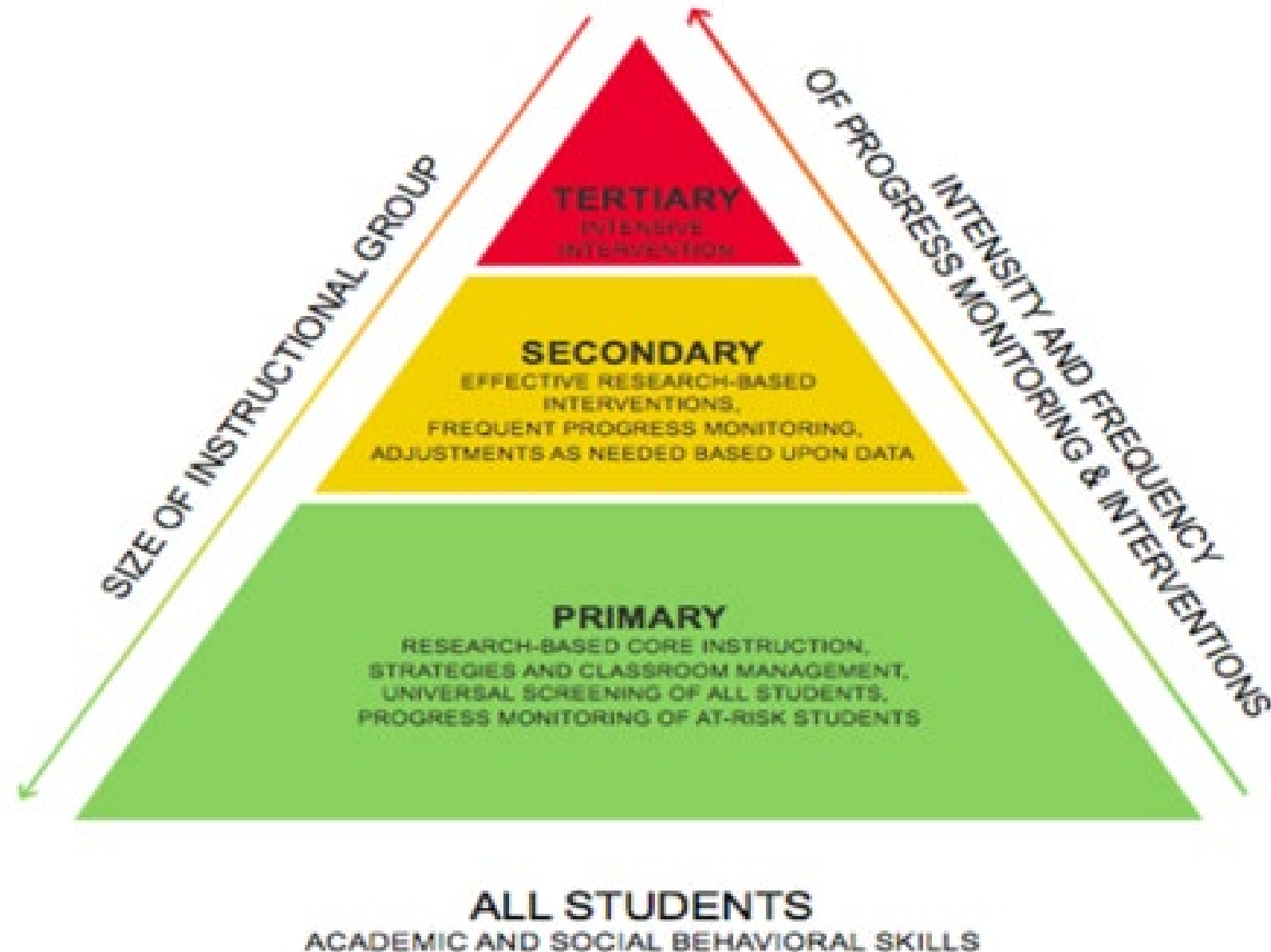
- School Wide Efforts
- Classroom Level Efforts
- District Wide Coordinated Efforts
- Nothing at this Time

Module 5: Impact of Trauma and Adversity on Learning and Behavior

- Overview of childhood trauma and adverse childhood experiences (ACES).
- Describes the impact of trauma and ACES on learning and overall functioning.
- Strategies for integrating trauma-sensitive teaching practices in the classroom.



Multi-Tiered Systems of Support (MTSS)



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)

Trauma Informed Schools

- Shared language
- School culture
- Staff and student wellness

HEARTS Trauma-Informed Principles

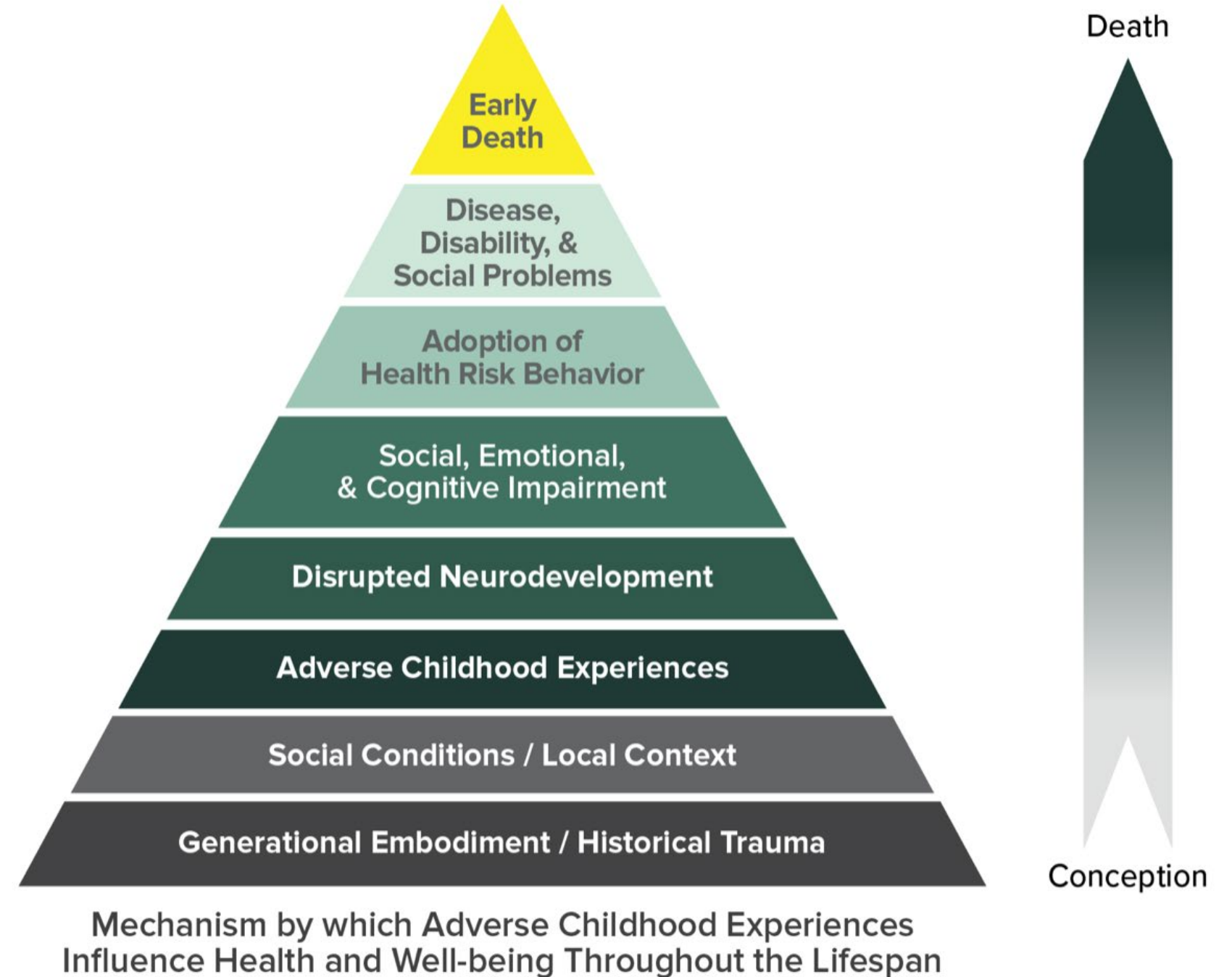
Trauma-Informed Principles for Promoting School and Community Success



Modified from SFDPH Trauma
Informed Systems Initiative, 2015

J. Dorado (2019)
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Adverse Childhood Experiences (ACEs)

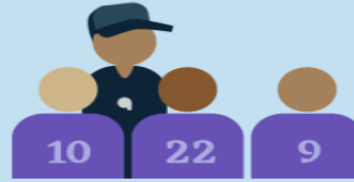


Positive Childhood Experiences



Strengthen families' financial stability

- Paid time off
- Child tax credits
- Flexible and consistent work schedules



Promote social norms that protect against violence

- Positive parenting practices
- Prevention efforts involving men and boys



Help kids have a good start

- Early learning programs
- Affordable preschool and childcare programs



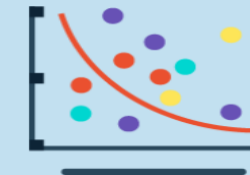
Teach healthy relationship skills

- How to handle conflict
- Negative feeling management
- Pressure from peers
- Healthy non-violent dating relationships



Connect youth with activities and caring adults

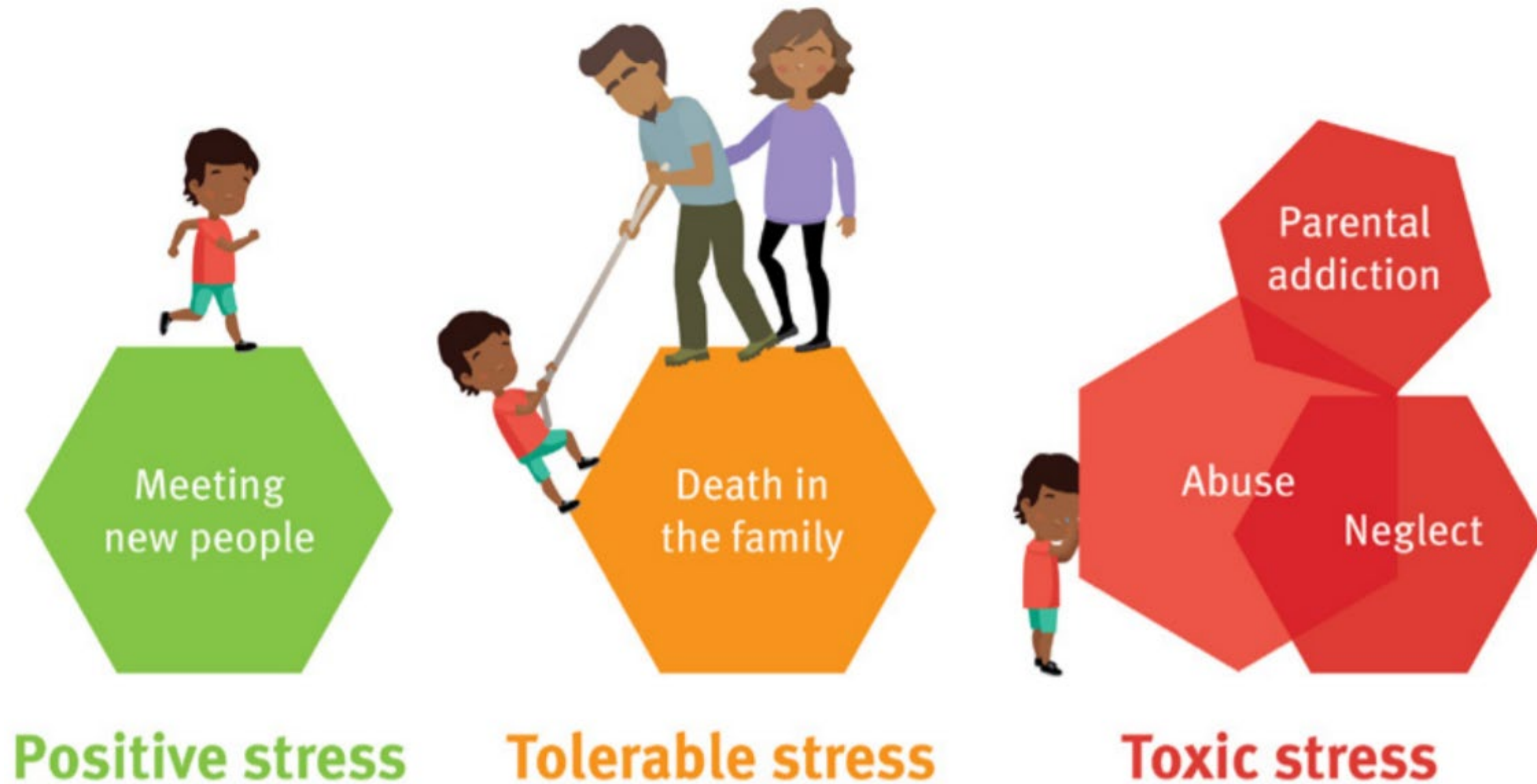
- School or community mentoring programs
- After school activities



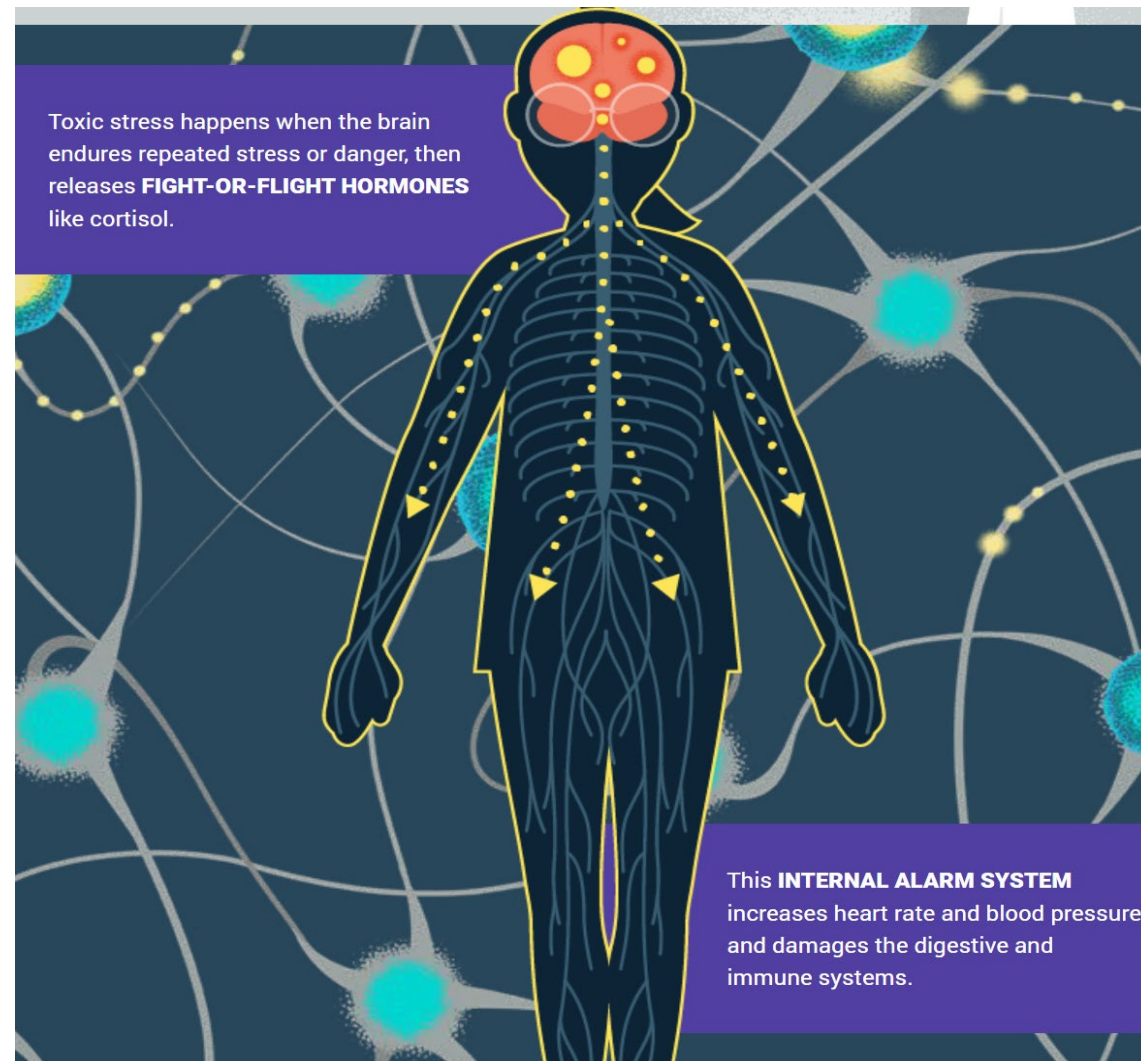
Intervene to lessen immediate and long-term harms

- ACEs education
- Therapy
- Family-centered treatment for substance abuse

Stress and Toxic Stress



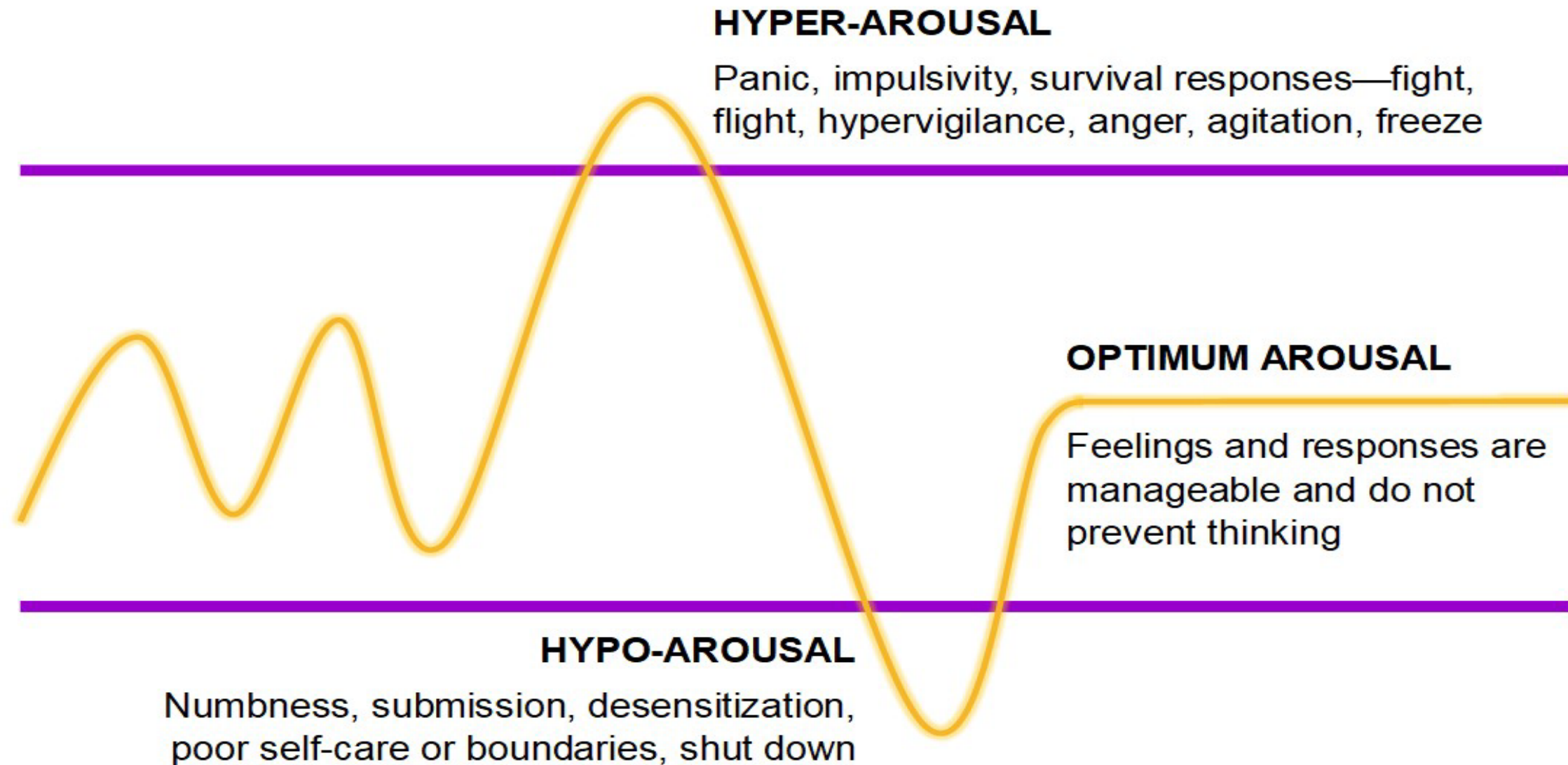
Toxic Stress



Toxic stress can disrupt **ORGAN, TISSUE, AND BRAIN DEVELOPMENT**. Over time this can limit a person's ability to process information, make decisions, interact with others, and regulate emotions. These consequences may follow a person into adulthood.



The Window of Affective Tolerance



How Trauma Impacts Learning

- **Impact of Trauma on Brain and Learning**

Traumatic experiences can have long-term effects on students and their time in the classroom. In this video, experts in the field discuss the impact of trauma on the brain and learning.

3min 54sec



Why Trauma Informed Practices Belong in Schools

- Realizing the widespread impact of trauma and pathways to recovery
- Recognizing traumas signs and symptoms
- Responding by integrating knowledge about trauma into all facets of the system
- Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.



National Child Traumatic Stress Network

Discussion

How do you see
Classroom WISE fitting in
with existing Trauma
Informed Practices or
Programs at your school?

<https://padlet.com/greatlakeevents/fgtybu7w1rg6o85e>



Key Principles and Strategies of a Trauma Informed Approach

Safety

Trustworthiness and Transparency

Peer Support

Collaboration and Mutuality

Empowerment Voice and Choice

Cultural Historical and Gender Issues

Trustworthiness and Transparency



Creating Trust and Transparency

Trust and transparency is one of six key principles of a trauma-informed approach. In this video, teachers discuss how they bring trust and transparency into the classroom.

1min 33sec

- Mutual Respect
- Communication
- Rules and Routines

Cultural Humility



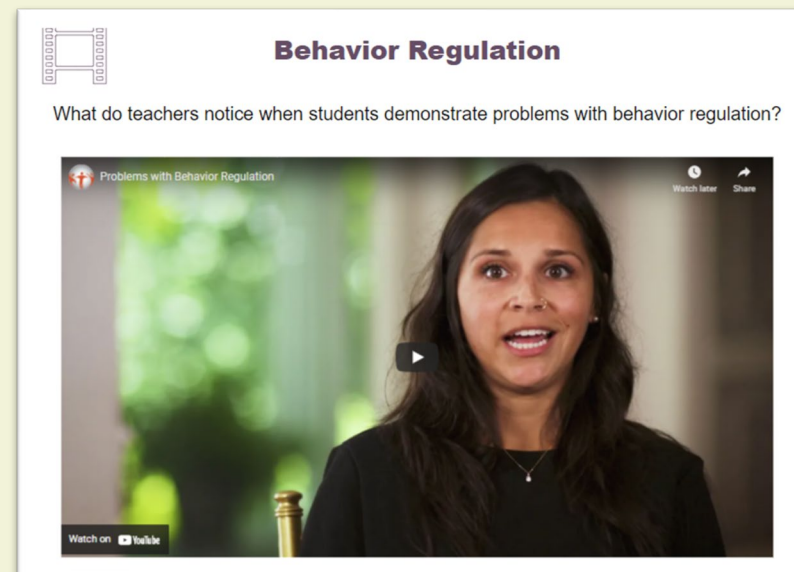
- Create safe space for discussions on identity
- Acknowledge discrimination
- Address and counter structural racism

Cultural Inclusiveness and Equity WISE



- A companion course to Classroom WISE, Cultural Inclusiveness and Equity WISE (Well-Being Information and Strategies for Educators), is coming soon!
- Educators will learn how inequities in education impact student mental health and how implicit bias influences our perceptions and responses. Building on this foundation, educators will learn culturally inclusive classroom strategies to support student mental health.
- Visit www.classroomwise.org/companion-course to learn more.

The Power of Relationships



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

Best Practices for a Trauma Informed School

Social and Emotional Skills

Creating Safe and Supportive Classrooms.

Reducing Stigma

Clear Expectations and Communication

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

Classroom WISE TIP Video Library



How Teachers Can Show Interest

Teachers can help keep students engaged by showing interest. In this video, students of various ages describe ways that teachers have shown interest in them and their lives.

1min 10sec



Promoting Self-Regulation

Self-regulation incorporates stress management, impulse control, and goal setting to positively impact motivation and moderate one's emotions, thoughts, and behaviors. In this video, teachers discuss strategies for promoting self-regulation in the classroom.

2min 30sec

Classroom WISE TIP Resource Collection

Below is a compilation of resources that are referenced in the Classroom WISE online course. All resources were developed by the MHTTC Network and the National Center for School Mental Health for Classroom WISE, unless otherwise noted. A complete list of Classroom WISE resources is available [here](#).



Module 1: Creating Safe and Supportive Classrooms



Module 2: Teaching Mental Health Literacy and Reducing Stigma



Module 3: Fostering Social Emotional Competencies and Well-Being



Module 4: Understanding and Supporting Students Experiencing Adversity and Distress




Module 5: The Impact of Trauma and Adversity on Learning and Behavior



Module 6: Classroom Strategies to Support Students Experiencing Distress

TIP Resource Examples



Classroom WISE

Well-Being Information and Strategies for Educators

MODULE 5:
The Impact of Trauma and Adversity on Learning Behavior

Types of Trauma

Trauma can occur following an event, series of events, or experiences that a person perceives as physically or emotionally harmful or threatening. These experiences of harm can have a lasting effect, in the short or long term, on the person's functioning and physical, social, emotional, and spiritual well-being. Students can experience many types of trauma, including singular traumatic events such as a natural disaster like a hurricane or single event of violence like witnessing a shooting death, or chronic trauma, which are recurring events like ongoing family or community violence.


Complex trauma involves multiple traumatic events that may be invasive and interpersonal. This can include abuse or neglect, or regular exposure to substance use disorder. Complex trauma tends to occur early in life with a caregiver or trusted adult and can disrupt the child's development, including their ability to form secure attachments. Students experiencing complex trauma may demonstrate challenging behaviors and need additional support in the classroom.


| Traumatic Event | Complex Trauma | Historical/Intergenerational Trauma |
|--|--|---|
| <ul style="list-style-type: none">• Acute – singular event• Chronic – recurring events | <ul style="list-style-type: none">• Multiple events• Invasive/Ongoing• Early onset | <ul style="list-style-type: none">• Cumulative physical/psychological/social wounding• Over the life span• Across generations• Experienced as a group |
| <ul style="list-style-type: none">• Natural disaster• Witnessing a death• Family violence• Community violence | <ul style="list-style-type: none">• Abuse or neglect, (physical, sexual or psychological)• Regular exposure to substance use disorder | <p>Individuals and communities that have experienced:</p> <ul style="list-style-type: none">• Slavery• Genocide• Mass deportation• Systemic oppression or racism |


Trauma may also include historical and intergenerational trauma related to physical, psychological, and social wounding across generations, resulting from massive traumatic events experienced as a group. This type of trauma can be seen among individuals and communities that have experienced slavery, genocide, mass deportation, and/or systemic oppression or racism. Students may also experience racial trauma, the cumulative effects of racism on mental and physical health.

As educators, a trauma-informed lens for examining student reactions may mean a shift in the initial way of viewing what occurs in your classroom. While not all of these classroom reactions — nor every experience that can set off a stress response in students — are necessarily due to trauma, it's important to know what may be a reaction to trauma.

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**MHTTC**
Mental Health Technology Transfer Center Network

**NCSMHS**
National Center for School Mental Health Services




Classroom WISE

Well-Being Information and Strategies for Educators

MODULE 5:
The Impact of Trauma and Adversity on Learning and Behavior

Principles of a Trauma-Informed Approach

Teachers and school staff can enhance the protective factors in a child's life and help our schools become trauma-informed. According to the Substance Abuse Mental Health Services Administration (SAMHSA) there are six key principles of a trauma-informed approach, including safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical, and gender issues. It's important to note that these are good approaches for *all* students, regardless of trauma history, but may be especially important for children who have experienced trauma.



SAFETY

It's important for both staff and students to feel physically and emotionally safe. For that to happen both the environment and the interactions in the classroom should feel safe. This can happen, in many ways, for example: before making changes to the classroom environment, like turning off the lights or making a loud sound, let your students know what is about to happen.

TRUSTWORTHINESS AND TRANSPARENCY

Trust and transparency are essential. Teachers can foster trust with students by demonstrating mutual respect and by communicating clear, consistent, and predictable rules and routines in the classroom. Transparency with students can also help build a sense of trust in the classroom. Students may come to teachers for information about stressful events in their lives or in the community. It is important for teachers to be transparent and provide simple, realistic, and developmentally appropriate answers to their questions.

PEER SUPPORT

Peer support and mutual self-help can be critical in helping students feel safe in the classroom. They can also be important methods for building trust and collaboration to encourage recovery and healing. One way to encourage peer support in the classroom is to hold classroom discussions that encourage students to share how they support each other or how they like to receive support when

Classroom WISE Value Added

\$ Cost: FREE.

 Pace: Self-paced.

 Duration: 6 hours.

 Timing: Available 24/7.

 Engagement: Accessible yet interactive.

Questions? Next Steps

Contact Information

Sarah Parker McMinn

sarah.mcminn@wisc.edu



Classroom
WISE
Well-Being Information and
Strategies for Educators

Upcoming Webinars

11/30- MTSS

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