



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Promoting School Preparedness, Community Resilience, and Recovery in the Face of Adversity

Part 4: Recovery and Maintenance

Presenter: Elizabeth Connors, PhD

Moderator: Terah Kalk, MPH

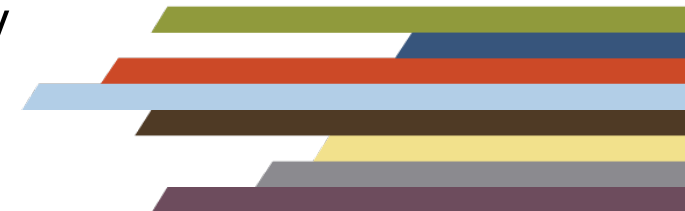
School Mental Health Initiative

Southeast Mental Health Technology Transfer Center (MHTTC)

Rollins School of Public Health, Emory University

July 27, 2022

SAMHSA
Substance Abuse and Mental Health
Services Administration



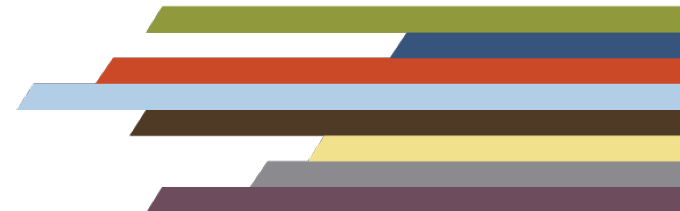
DISCLAIMER

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).



Southeast Mental Health Technology Transfer Center

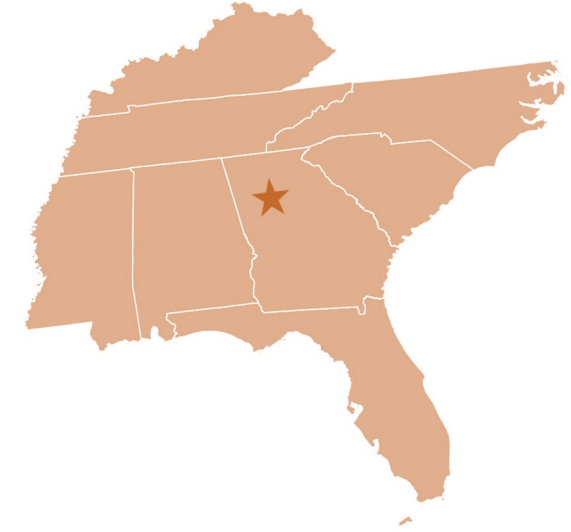
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee



About the Southeast Mental Health Technology Transfer Center (MHTTC)

The **Southeast MHTTC** is located at the Rollins School of Public Health, Emory University.

Serve states in HHS Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.



Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.



Southeast Mental Health Technology Transfer Center
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee



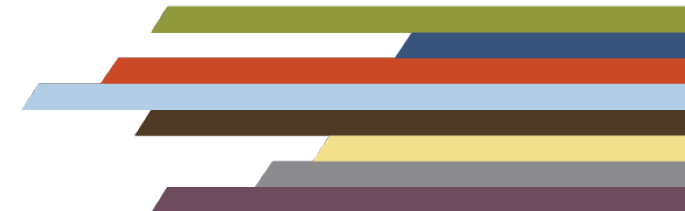
Visit us!



Follow us!



Join us!





Southeast (HHS Region 4)

MHTTC

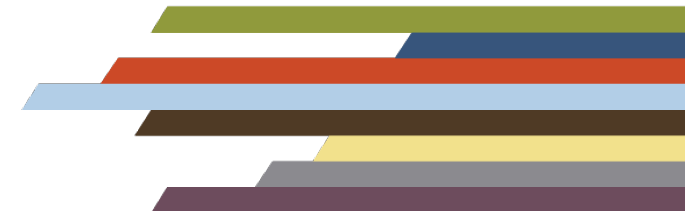
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

At the conclusion of this webinar, a link to an **evaluation** form will appear on your screen.

Please take a few minutes to provide us with your thoughts as this is a very important part of our funding.

We appreciate your feedback!



Presenter



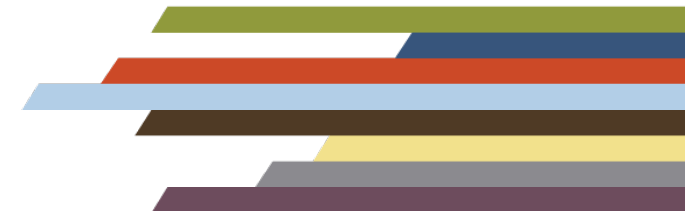
Elizabeth Connors, Ph.D.

Assistant Professor, Yale School of Medicine
Adjunct Assistant Professor and Director Of Quality
Improvement, University of Maryland National Center for
School Mental Health

Contact:

Elizabeth.connors@yale.edu

 @dreconnors



Learning Objectives

1

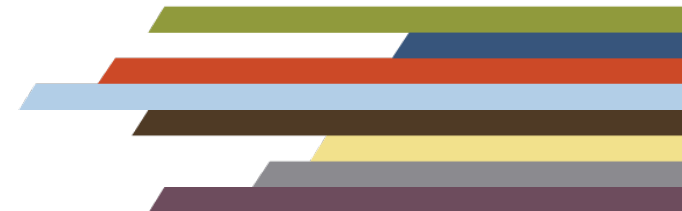
Increase understanding of trauma training policies and resources for school professionals and community members.

2

Increase familiarity with strategies and resources for data-driven, iterative learning and planning for long-term recovery and maintenance of community preparedness.

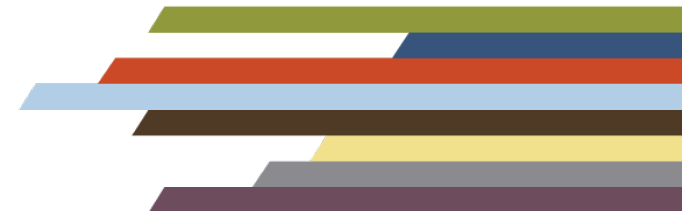
3

Promote cross-state networking and shared learning about strategies to promote recovery from community trauma and maintenance of proactive, data-driven preparedness for the long-term.



Agenda

- Whole System Planning
- Iterative Learning
- Field Example: Bay County Schools
- Trauma Training Policies and Resources



Content Warning & Self Care Tips

- Talking about collective trauma can trigger reminders of traumatic, stressful, or adverse events that you have faced or managed in your personal or professional life and elicit strong reactions. Additionally, it may bring up strong feelings about recent and highly publicized school crises. Please acknowledge and honor your reactions. Take a moment to check in with yourself to assess your own needs and take the steps necessary to stay regulated and engaged.
- Tips:
 - Pay attention to your reactions
 - Take the actions you need to stay regulated
(e.g., turn off your camera, hydrate, step away for a moment, move)
 - Share only necessary details when opportunities for cross-learning arise



Quick Review

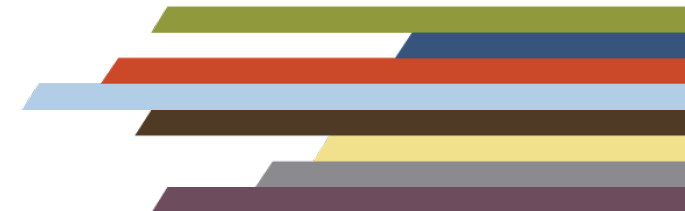
Community or Collective Trauma

- Natural disasters
- Pandemic
- Acts of violence
- Death or loss within the school community
- Suicide
- Accident
- Abuse
- Incarceration
- Threats to physical and emotional safety
- Others?



Community Resilience

- A measure of the *sustained ability* of a community to utilize *available resources* to respond to, withstand, and recover from adverse situations. (Rand, n.d.)
- The capacity to anticipate risk, limit effects, and recover rapidly through survival, adaptability, evolution, and growth in the face of turbulent change and stress. (Ellis & Dietz, 2017)



Impact of Collective Trauma

Emotional

Shock, anger, denial, sadness, numbness, terror, fear, guilt, phobias, grief, helplessness and hopelessness, loss of pleasure from activities, dissociation, despair, depression, anxiety, PTSD

Cognitive

Impaired concentration, decision making ability and memory, disbelief, confusion, distortion, preoccupation, decreased self-esteem and self-efficacy, assigning blame, intrusive thoughts and memories, worry

Physical

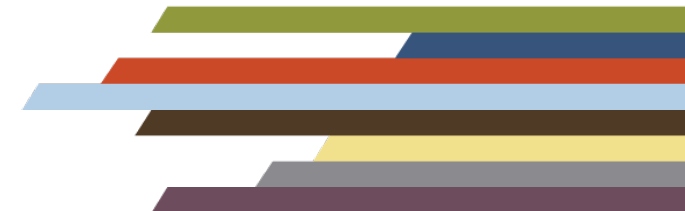
Fatigue, insomnia, hyperarousal, developmental regression, difficulty separating from trusted adults, challenging behavior during transitions, somatic complaints, impaired immune response, headaches, gastrointestinal problems, decreased appetite, decreased libido, startle response

Relational/Behavioral

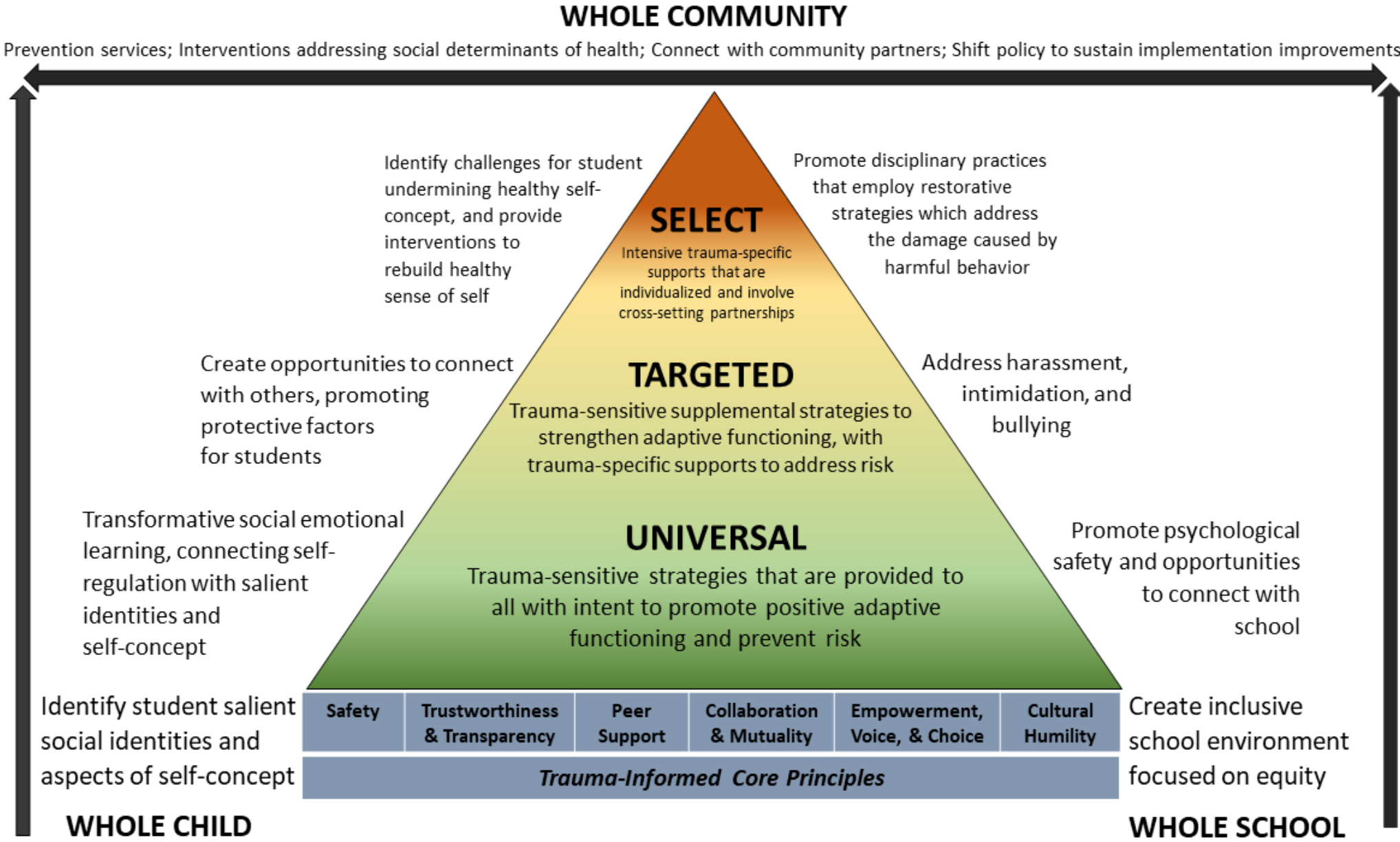
Alienation, social withdrawal, increased relationship conflicts, vocational/school impairment, avoidance of reminders, crying easily, change in appetite or sleep patterns

NCTSN, 2010

Roadmap for Crisis Planning



Systems Approach to Trauma-Informed Care in Schools



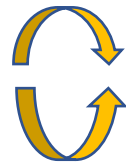
Source: Chafouleas, Pickens, & Gherardi (2021)

Themes and Through Lines

- Collaboration



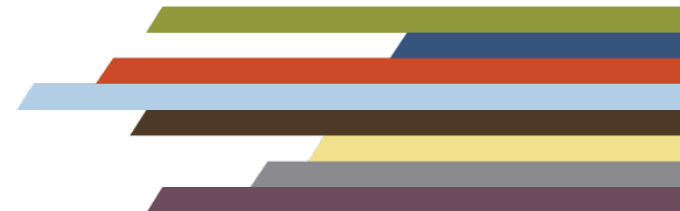
- Iterative Processes



- Secondary Traumatic Stress



- Equity



Whole System Planning

School Health Assessment and Performance Evaluation (SHAPE) System



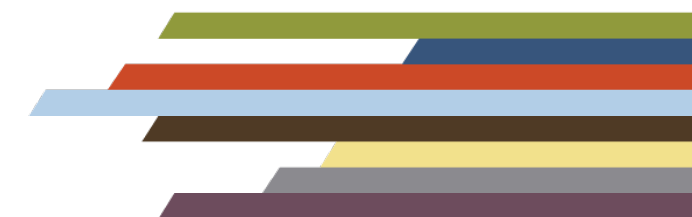
Home About Us My Account  admin@district.com Log out

What is **SHAPE?**

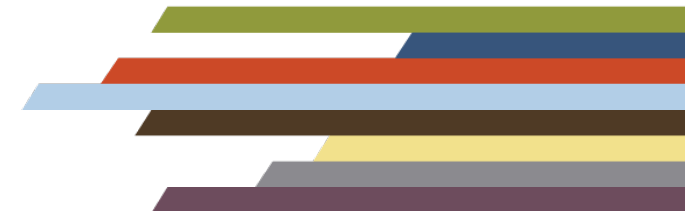
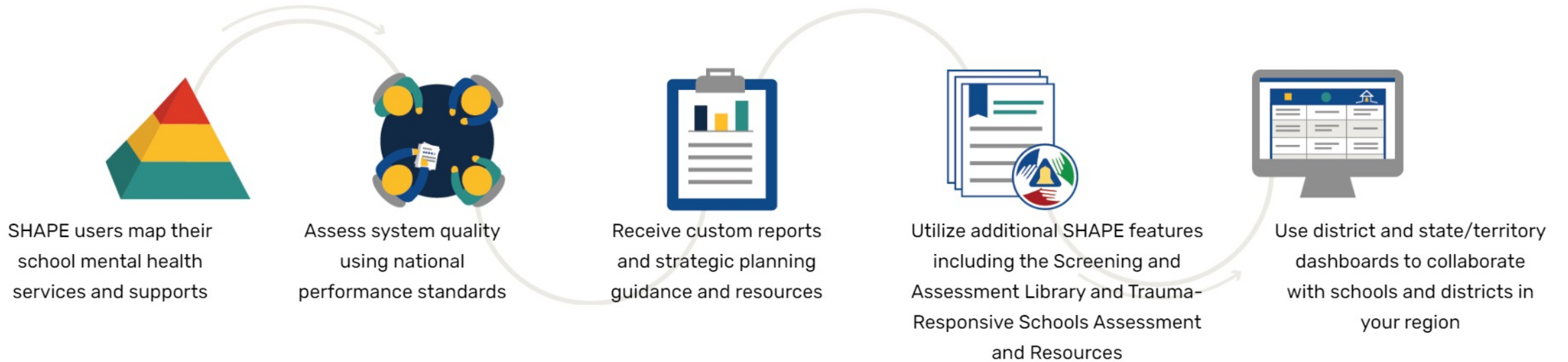
Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

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



The SHAPE System



Trauma Responsive Schools Implementation Assessment (TRS-IA)

SHAPE Features

School & District Profiles

Quality Assessment & Resources

State/Territory and District Dashboard

Screening & Assessment Library

Trauma Responsive Schools Assessment



Offers district and school teams an evidence-informed tool to assess trauma responsiveness in eight domains. The Trauma Responsive Schools Implementation Assessment (TRS-IA) was co-developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health (NCSMH).

[Printable version](#)

[Learn more >](#)

What is TRS-IA?









Trauma Responsive Schools


[Printable version](#)

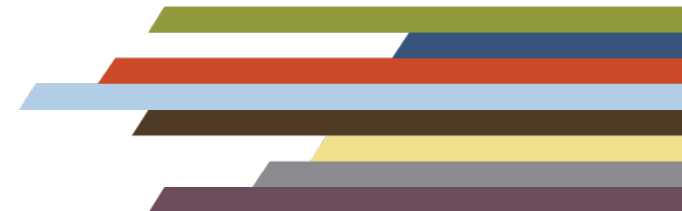
What is the TRS-IA?

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 eight key domains of trauma-responsive schools and districts:

 Whole school safety planning	 Prevention/early intervention trauma programming
 Whole school prevention planning	 Targeted trauma-informed programming
 Whole school trauma programming	 Staff self-care
 Classroom strategies	 Family and community engagement

 Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.



JEFFERSON UNITED

My Star Status

[View Certificate](#)

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.

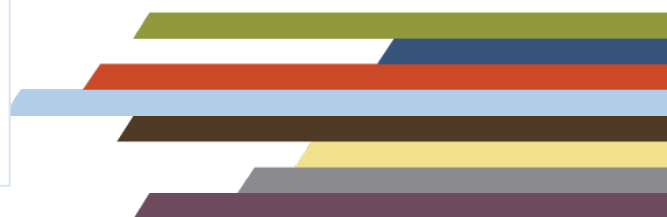


Current Reporting Period: **September 2018 - June 2019**

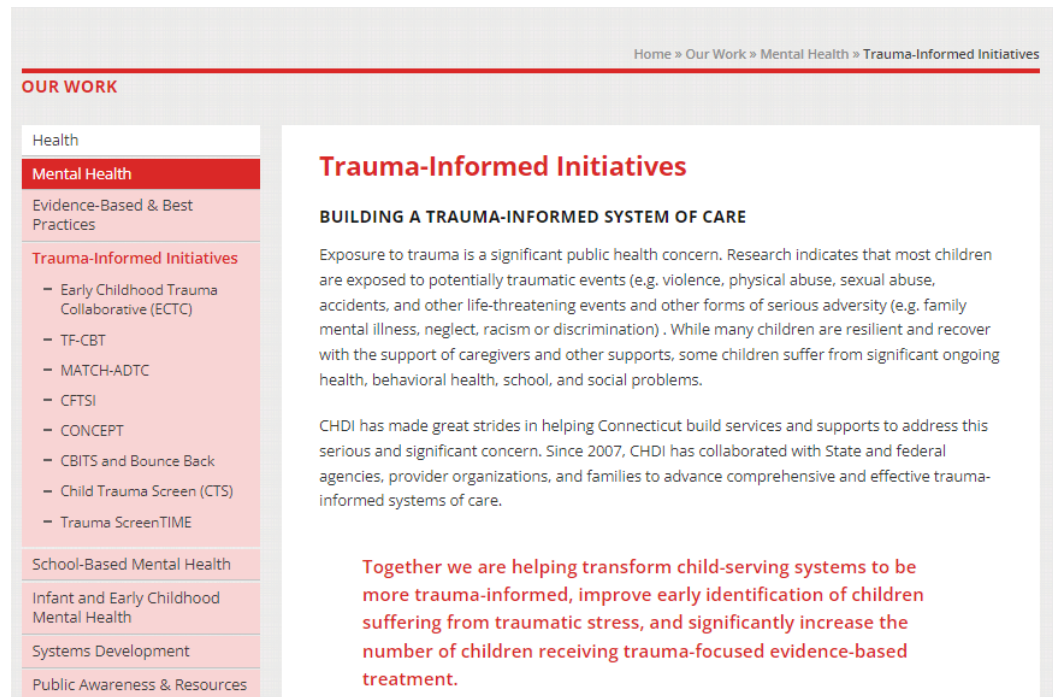
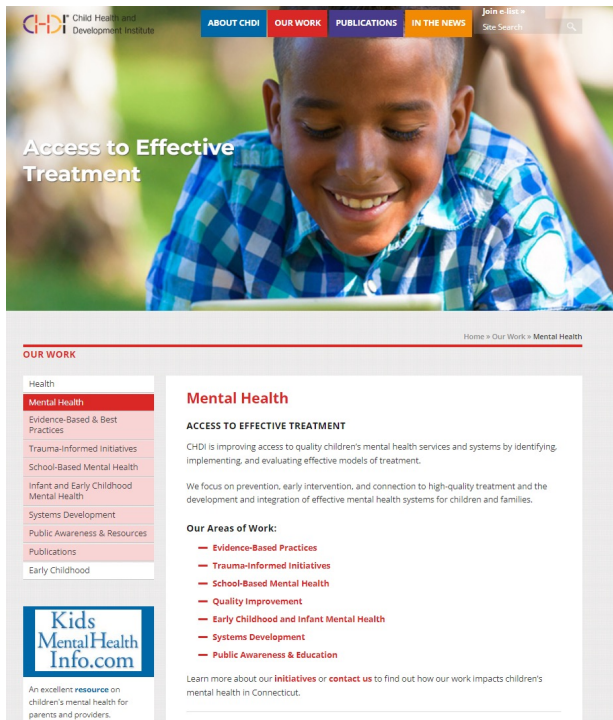
[Change Reporting Period](#)

[Summary Report](#)

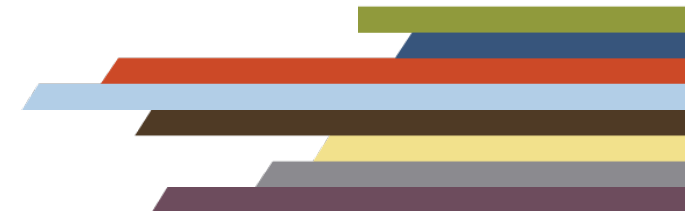
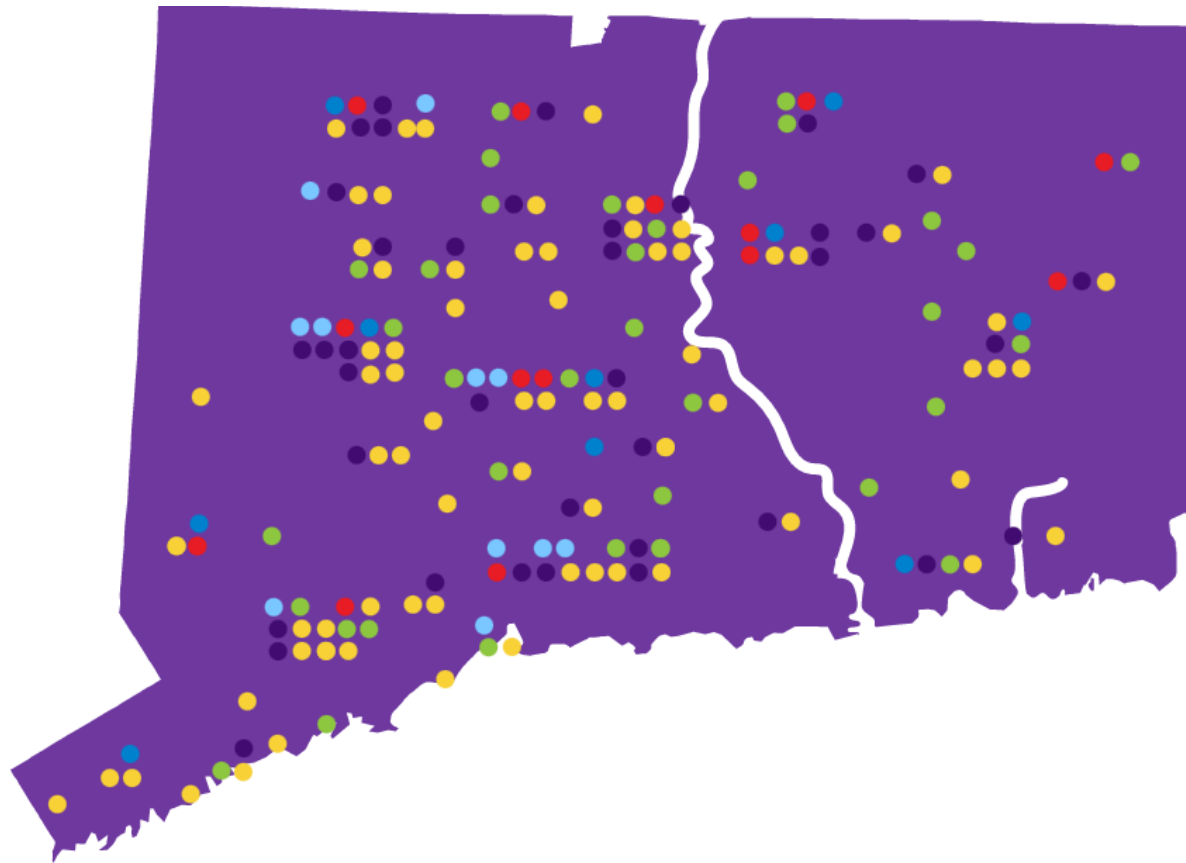
<p>Whole School Safety Planning</p> <p>Take Survey View Report</p>	<p>Whole School Prevention Planning</p> <p>Take Survey View Report</p>	<p>Whole School Trauma Programming</p> <p>Take Survey View Report</p>	<p>Classroom Strategies</p> <p>Take Survey View Report</p>
<p>Prevention/ Early Intervention Trauma Programming</p> <p>Take Survey View Report</p>	<p>Targeted Trauma-Informed Programming</p> <p>Take Survey View Report</p>	<p>Staff Self Care</p> <p>Take Survey View Report</p>	<p>Family and Community Engagement</p> <p>Take Survey View Report</p>



CT: State example for building a trauma informed system of care



ARC ○
Attachment, Self-Regulation, and Competency
CBITS & BB ○
Cognitive Behavioral Intervention Trauma in School & Bounce Back
CFTSI ○
Child and Family Traumatic Stress Intervention
CPP ○
Child-Parent Psychotherapy
MATCH-ADTC ○
Modular Approach to Therapy for Children with Anxiety, Depression Trauma or Conduct Problems
TF-CBT ○
Trauma-Focus Cognitive Behavioral Therapy



Iterative Learning

Key Aspects of Iterative Learning



Engage multiple stakeholders



Identify 1-2 key priorities



Obtain input and ideas on how to change



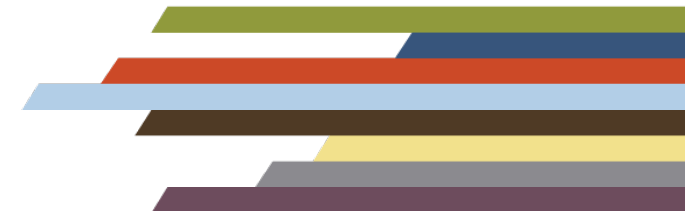
Set a SMART goal



Test changes on a small scale



Scale up and out gradually



Key Aspects of Iterative Learning



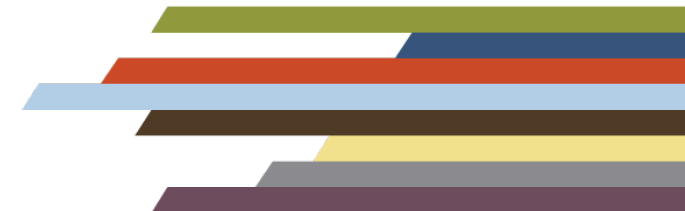
Engage multiple stakeholders



Identify 1-2 key priorities

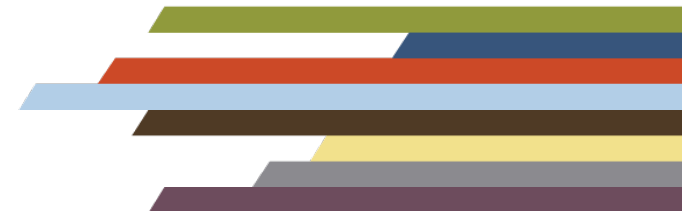
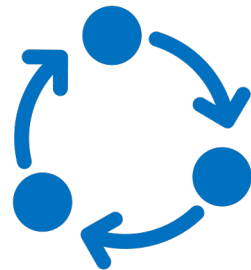


Obtain input and ideas on how to change



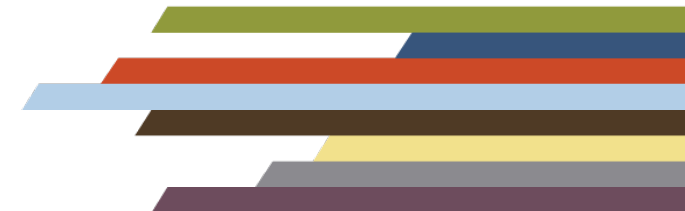
Tools & Methods for Iterative Learning

- SHAPE reports and resources from SMH-QA and/or TRS-IA
- Town halls or listening sessions
- Needs assessment, surveillance data, screening
- Reassess, reprioritize, continuously adapt



“Town Halls” or “Listening Sessions”

- Clarify Purpose/Goals + Stakeholders Invited
- Mental health professional(s) as a facilitators
- Outline and pilot test a structure and open-ended questions
- Develop invite methods that promote equitable participation
- Consider how to handle sharing in chat vs aloud
- Create a safe, welcoming climate for honest sharing
- Establish expectations of respectful listening
- Introduce goals and “agenda” including how to participate
- End with summary of action items/ next steps



Resources

❑ What is qualitative data and what do you do with it?

➤ <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/guidelines-for-using-data/intro-qualitative-data>

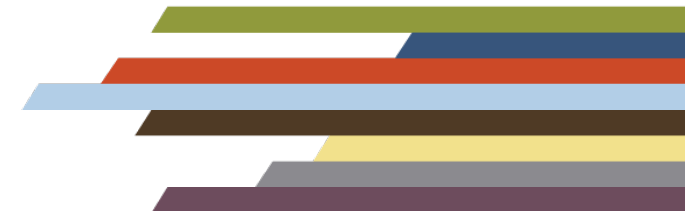
❑ Guide for conducting focus groups

➤ <https://safesupportivelearning.ed.gov/resources/conducting-focus-groups-develop-comprehensive-school-portrait>

❑ Guide for conducting community and youth listening sessions

➤ https://www.pta.org/docs/default-source/files/cfe/2020/cfe-facilitating_listening_sessions.pdf

➤ https://opa.hhs.gov/sites/default/files/2020-10/OPA_Youth_Toolkit_Final_508.pdf



Needs Assessment

Make sure to pilot your needs assessment tool or process to obtain feedback before scaling district-wide

What it is:

- A process rather than an individual assessment
- Helps schools, districts or states 1) understand how well existing services and supports are meeting student mental health needs and 2) identify gaps and duplications in current programming

What it is NOT:

- Needs assessments are anonymous and will not identify individual student or family needs.

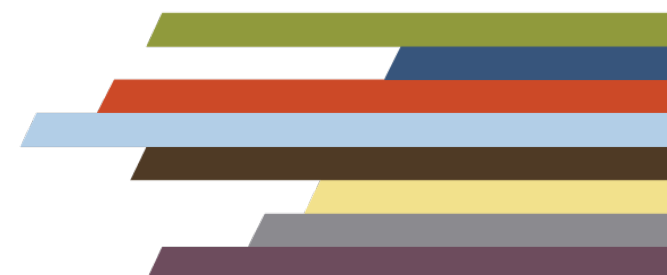
Options for how to do it:

- Electronic and/or paper-and-pencil surveys to students, families, and school staff
- Focus groups, listening sessions, or town halls



Needs Assessment Topics

- Student stressors and mental health concerns
- Knowledge of mental health supports in school
- Preferences for different types of mental health and wellness services
- Usage of and satisfaction with current mental health and wellness services
- Feedback and recommendations about current mental health and wellness services provided in school



Surveillance

Surveillance data can help schools make decisions about adopting universal vs. targeted interventions based on need.

What it is:

- Monitors patterns of assets and needs across the school population or subgroups of students and families
- Helps schools and community partners determine pervasiveness of needs

What it is NOT:

- Does not identify specific students or families; data typically available at the level of states, counties/major metropolitan areas, and, in some cases, ZIP codes
- Does not reflect short-term changes within a single school

Options for how to do it:

- Research your community on established data sets maintained and updated by national foundations and government departments

Examples of Surveillance Tools

- [American Community Survey \(ACS\)](#) (U.S. Census Bureau)
- [Asset Limited, Income Constrained, Employed \(ALICE\) Data](#) (United Way)
- [Civil Rights Data Collection \(CRDC\)](#) (U.S. Department of Education)
- [County Health Rankings & Roadmaps](#) (The Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute)
- [Child Health and Education Mapping Tool](#) (School-Based Health Alliance in partnership with Health Landscape)
- [Kids Count](#) (Annie E. Casey Foundation)
- [National Survey of Children's Health](#) (Health Resources and Services Administration, Maternal and Child Health Bureau)
- [Youth Risk Behavior Surveillance System \(YRBSS\)](#) (Centers for Disease Control and Prevention)

Screening

Make sure that your screening measure examines the SIHE that your school has targeted

What it is:

- Systematic process to identify student strengths & needs at the **individual level**
- Helps schools understand which students are 1) at-risk for a particular concern and 2) demonstrating positive competencies and skills
- Can inform referral process for intervention services

Options for how to do it:

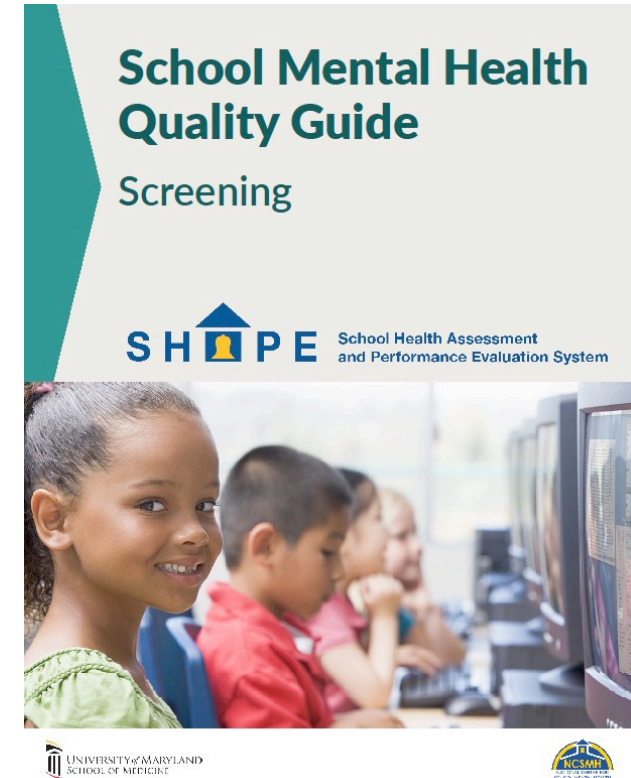
- Universal screening (all students) or targeted screening (for a predetermined student subgroup)
- Standardized student-report, parent-report, or teacher-report measures
- Existing administrative data (e.g., attendance or discipline data)

School Mental Health Quality Guide: Screening

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources



NCSMH, 2020

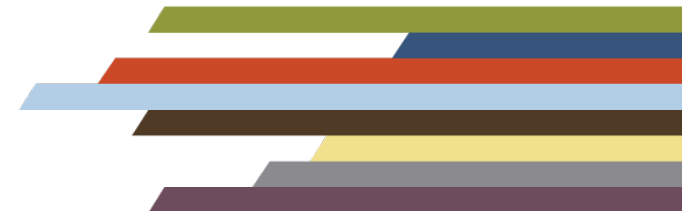
Upcoming Webinar:

Afraid of Opening Pandora's Box? How to Address Student Needs After Mental Health Screening in Schools

August 3, 2022

12:00 – 1:00pm Eastern

<https://mhttcnetwork.org/centers/southeast-mhttc/event/afraid-opening-pandoras-box-how-address-student-needs-after-mental>



Key Aspects of Iterative Learning



Set a SMART goal



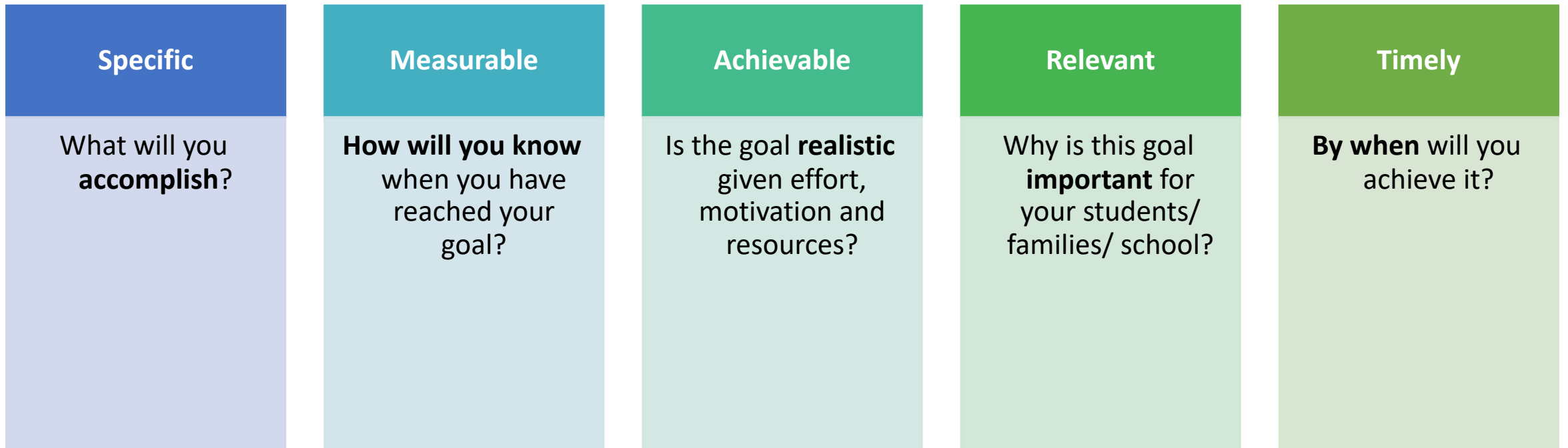
Test changes on a small scale



Scale up and out gradually

Set a SMART Quality Improvement Goal

What do you want to improve?

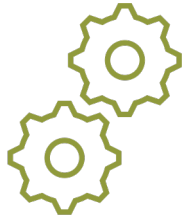


SMART Goal Template

From January to June 2022, we will receive mental health referrals representing the racial and ethnic composition of the entire student body to indicate equitable identification of students in need of services.

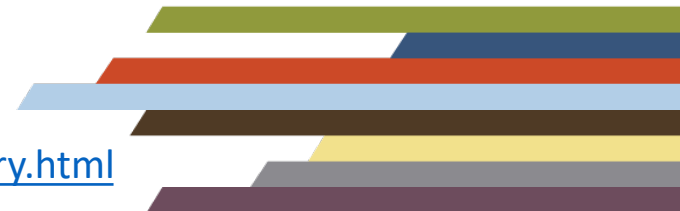
By *[time frame]*, we will accomplish *[a measurable amount of] [our goal]* in order to improve *[student/school/district/state target outcome]*.

How to Progress Toward a SMART Goal



Improvement requires system change

- **Decide what you will change**
- **Start small to observe, analyze and learn**
- **Small tests of change are building blocks toward your goal**



The Power of Small Tests

- Evaluate whether your change leads to improvement
- Keep changes small and rapid to learn quickly
- Try different change ideas to see what works best
- Failed changes are low risk to the system

CQI Tool: Plan Do Study Act Cycles

Act on what you learned

- Use lessons learned to adapt for the next test, adopt on a larger scale, or abandon and try a different test

Study results as a team

- Compare to your prediction and past performance



Plan the test

- State your question and prediction
- Identify what data you will need to collect

Do run the test on a small scale

- Document problems and observations
- Collect data

Source: IHI QI Essentials Toolkit: PDSA Worksheet

<https://media.dpi.wi.gov/sspw/av/improving-school-mental-health-referral-pathways/story.html>

SMART Goal and PDSA Examples

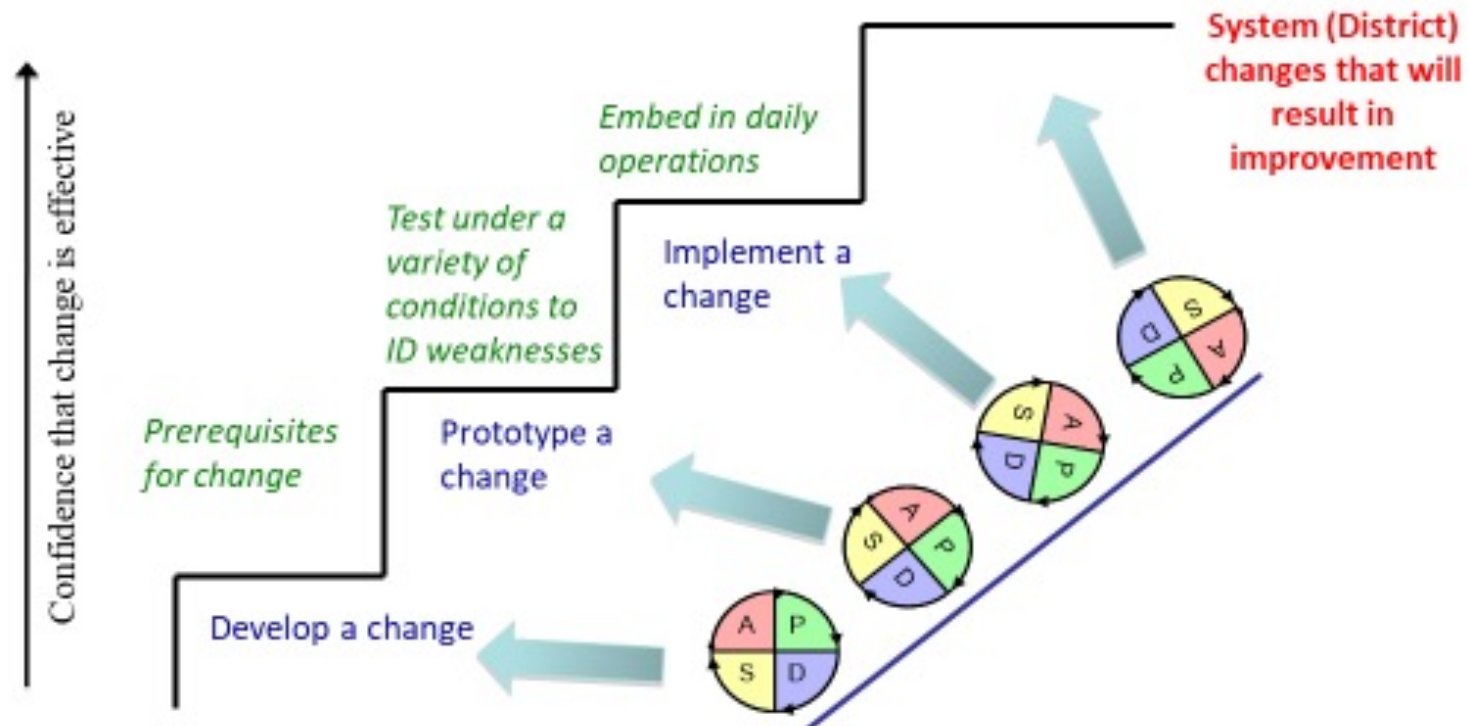
From January to June 2022, we will receive mental health referrals representing the racial and ethnic composition of the entire student body to indicate equitable identification of students in need of services.

PDSA ideas:

- Host a listening session with school staff, students and family members to better understand these trends
- Work with student leaders to develop and test communication messages about mental health services (test 1 message per week and gather feedback)
- Apply parent recommendations to develop and test initial outreach / communications by school mental health providers to referred families (test with 5 referrals)

Use Small Tests to Scale Up Gradually

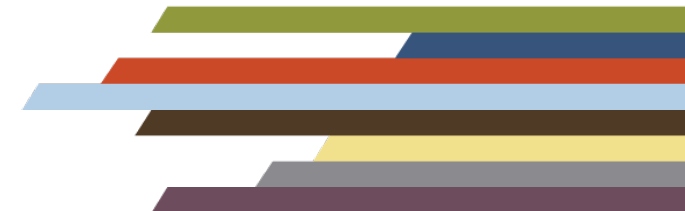
The PDSA Cycle





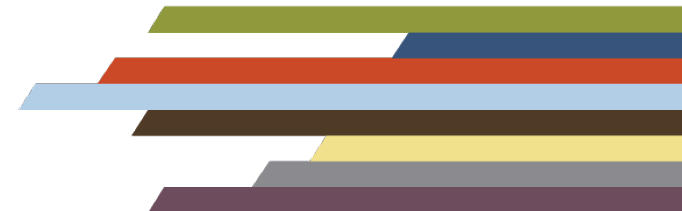
Recovery in Action

Guest Speaker: Dawn A. Capes
Director of Student Wellness Programs
Bay District Schools
Panama City, FL
capesda@bay.k12.fl.us

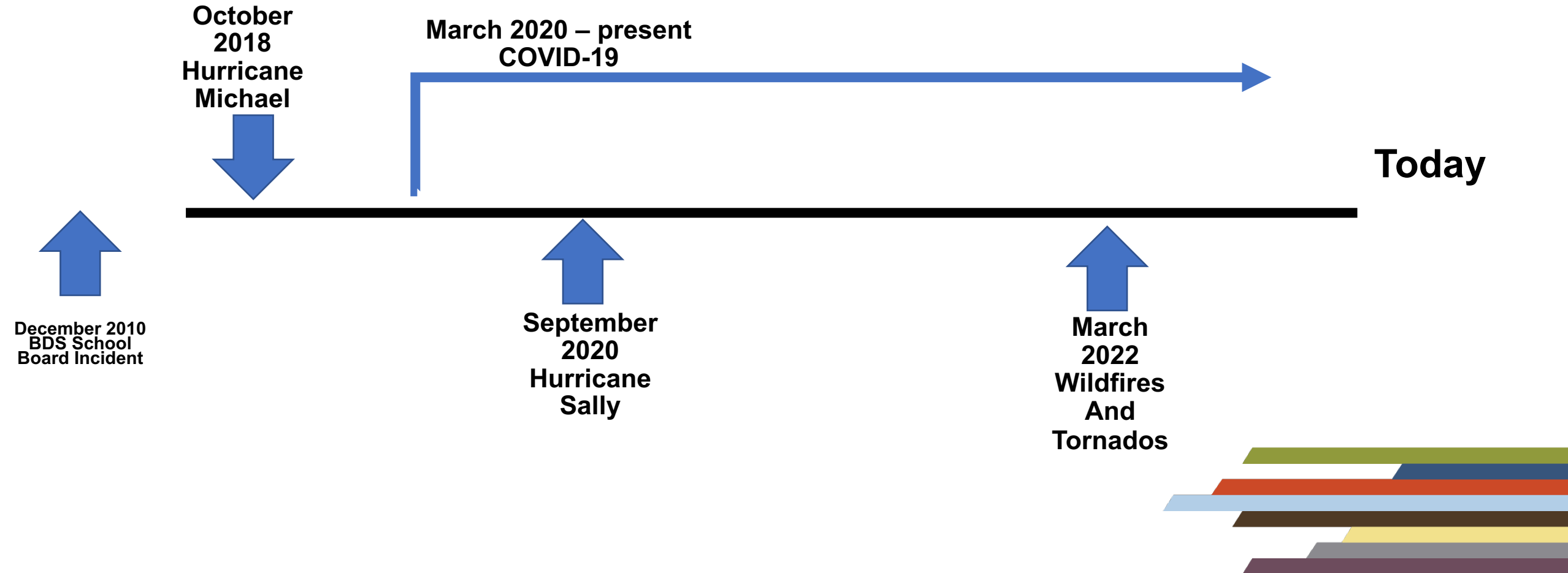


Bay County, Florida

- 30 non-charter schools
- 24,040 students
- 67.6% white; 17.4% multi-racial; 12.5% black; 11.64 %Hispanic
- 43.8% Eligible for Free Meals
- Direct Certification enrolled in approved CEP school
- Includes urban, suburban, and rural communities



Collective traumas in in Bay County

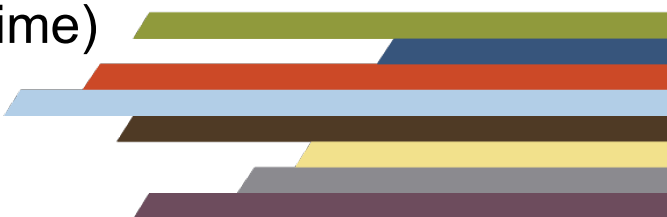


Responding to Collective Trauma – Iterative Process

- **Strategies for Iterative Process**

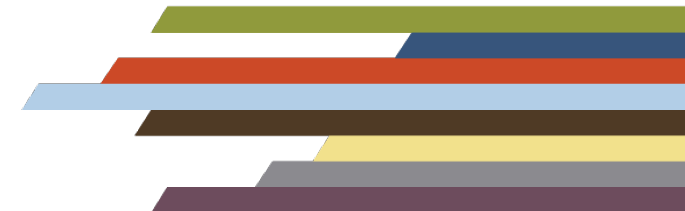
- Feedback loops from teachers (e.g., 1 year after Michael, hearing what they needed the most)
- Intentional Strategic Planning (having worst case scenario conversations, threat assessment, setting up processes/procedures/training)

- **Key programs that have been implemented over time**

- Grief and crisis team
 - Triads
 - Community of Care Referrals (monitoring parent consent % over time)
 - Peer project
- 

Long-term commitments to promoting resilience/recovery for BDS

- **Staff Wellbeing and Resilience**
 - EAP
 - School counselor consultant
- **Student Wellbeing and Resilience**
 - Universal screeners + Minute Meetings
 - Youth Mental Health First Aid



Trauma Training Policies and Resources

Alternatives to Exclusionary Discipline

Bullying Prevention

Culturally Responsive Teaching

Every Student Succeeds Act (Chronic Absenteeism and School Climate)

Funding

Mental Health Excused Absences

Mental Health Literacy

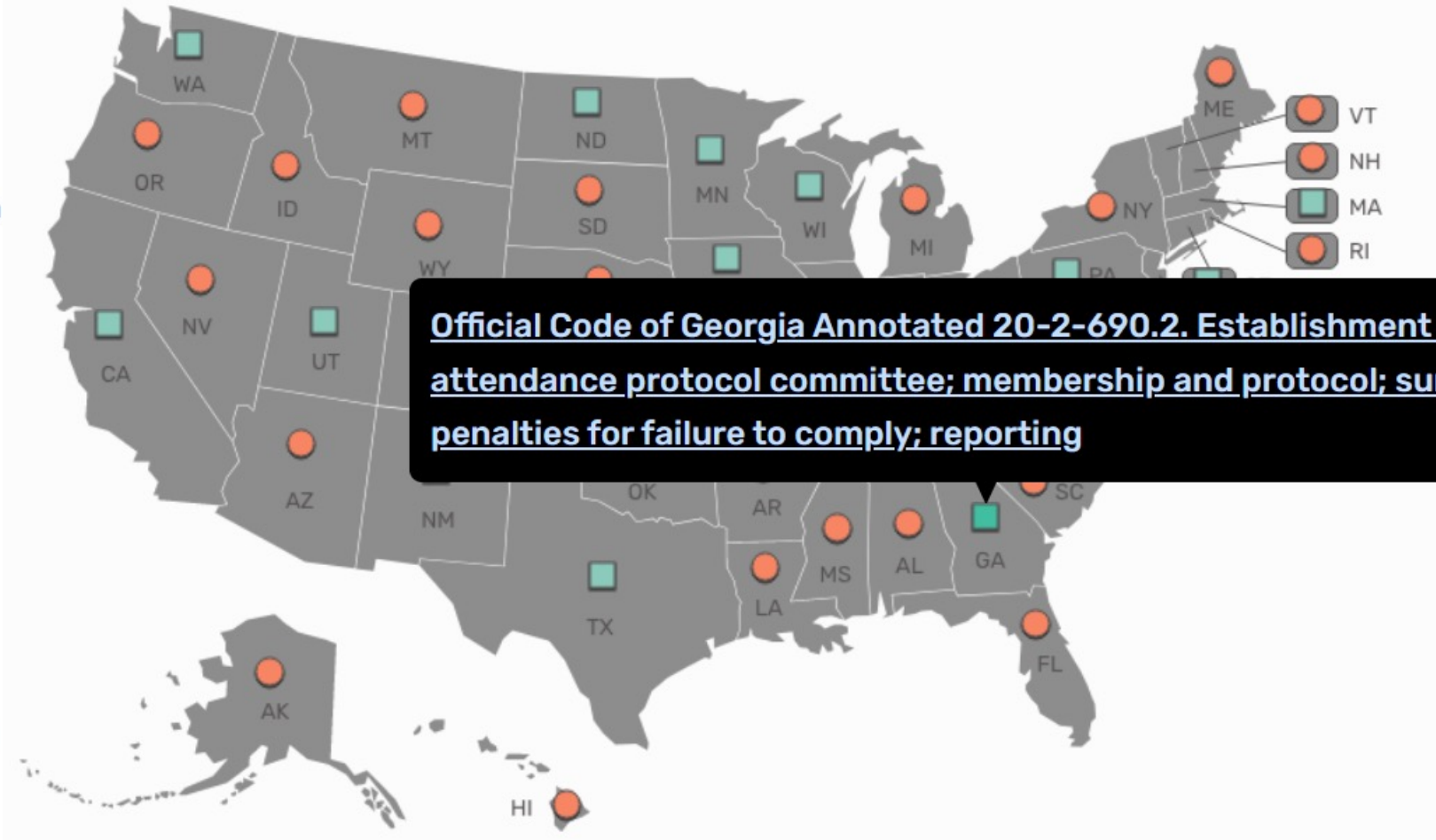
Mental Health Staff-to-Student Ratios

Social Emotional Learning

Suicide Prevention

Professional Development: Trauma

Addressed: ■ | Not addressed: ●



Official Code of Georgia Annotated 20-2-690.2. Establishment of student attendance protocol committee; membership and protocol; summary penalties for failure to comply; reporting

Trauma Sensitive Schools Online Professional Development

The screenshot shows the Wisconsin Department of Public Instruction website. The main content area is titled "Trauma Sensitive Schools Online Professional Development". Below the title, there is a video player for "Wisconsin's TSS Online Professional Development System". The video player includes a play button, a "Watch on YouTube" button, and a "Copy link" button. Below the video player, there is a link to the "Video transcript for the Introduction to TSS Professional Development System".

Trauma Sensitive Schools Modules

Please click on each gray bar below to see the modules in that section and implementation tools.

- Universal Level: Foundations** ▾
- Universal Level: Strategies and Practices** ▾
- Universal Level: System & Policy Approaches and Considerations** ▾
- NEW MODULES ADDED (3/19/2020)**
- Tier II/III Supports: Foundations** ▾
- Tier II/III Supports: Strategies and Practices** ▾
- Tier II/III Supports: System & Policy Approaches and Considerations** ▾

<https://dpi.wi.gov/sspw/mental-health/trauma/modules>

Compassion Resilience Toolkit



Staying Resilient During COVID-19 with brief blogs and videos to share with others. [Learn More](#)

Facilitator resources to build the capacity of helping professionals, caregivers, and the systems in which they serve.



A Toolkit For Schools



A Toolkit For Health and Human Services



A Toolkit For Parents and Caregivers

Compassion Resilience Toolkit



Compassion Resilience

How to Implement

Get Started

Compassion Resilience Toolkit for School Leaders and Staff

 Search

Sections

1. Compassion in Action
2. What Are We Talking About?
3. Compassion Fatigue: Connection to Trauma, Stages and Assessments
4. System Drivers of Compassion Fatigue
5. Expectations from Self and Others
- 6. Compassionate Boundary Setting to Build Compassion Resilience**
7. Staff Culture
8. Wellness and Resilience Strategies: Mind
9. Wellness and Resilience Strategies: Spirit
10. Wellness and Resilience Strategies: Strength
11. Wellness and Resilience Strategies: Heart
12. Building Compassion-Based Relationships with Caregivers

Appendices

- A. Making and Supporting Change
- B. Foundational Beliefs About Behavior
- C. Compassionate Response to Colleague's Pain
- D. Stress Throughout the Career Cycle
- E. Facilitator Guide

6. Compassionate Boundary Setting to Build Compassion Resilience



"Without boundaries, you will act, sleep, work, groan, feel used and fulfill basic responsibilities rather than make choices to live and love fully, to work hard and nobly, to fulfill your purpose and to contribute passionately to your world." (Black, J. and Enns, G. *Better Boundaries: Owning and Treasuring Your Life*. Oakland, CA. Raincoat Books)



Distribute this document to all participants to explore prior to the following application activities



Key Activity

Helpful Adult Behaviors (20-40 min)
This activity is a highly valuable activity to do with school teams or schoolwide at a staff meeting. It will also prepare you for the Staff Culture section of the Toolkit.

Wellness Practice

Preparing to Write Your Mission Statement

Circle Agenda

Staff Circle Agenda, Section Six

Core Content Visual to Display in Common Staff Areas

Tips for Setting Compassionate Boundaries – Use this Visual and Display in Staff Break Areas

Posting this visual in common staff areas will serve as a reminder of content covered to staff and perhaps serve as a future conversation started for deeper reflection among staff members.

Supplementary Activities/Handouts

Compassionate Boundaries Reflection (15 min)

For Easy Printing

You can find all documents in this section included in this pdf for easy printing. The documents included are numbered individually, not as one document.



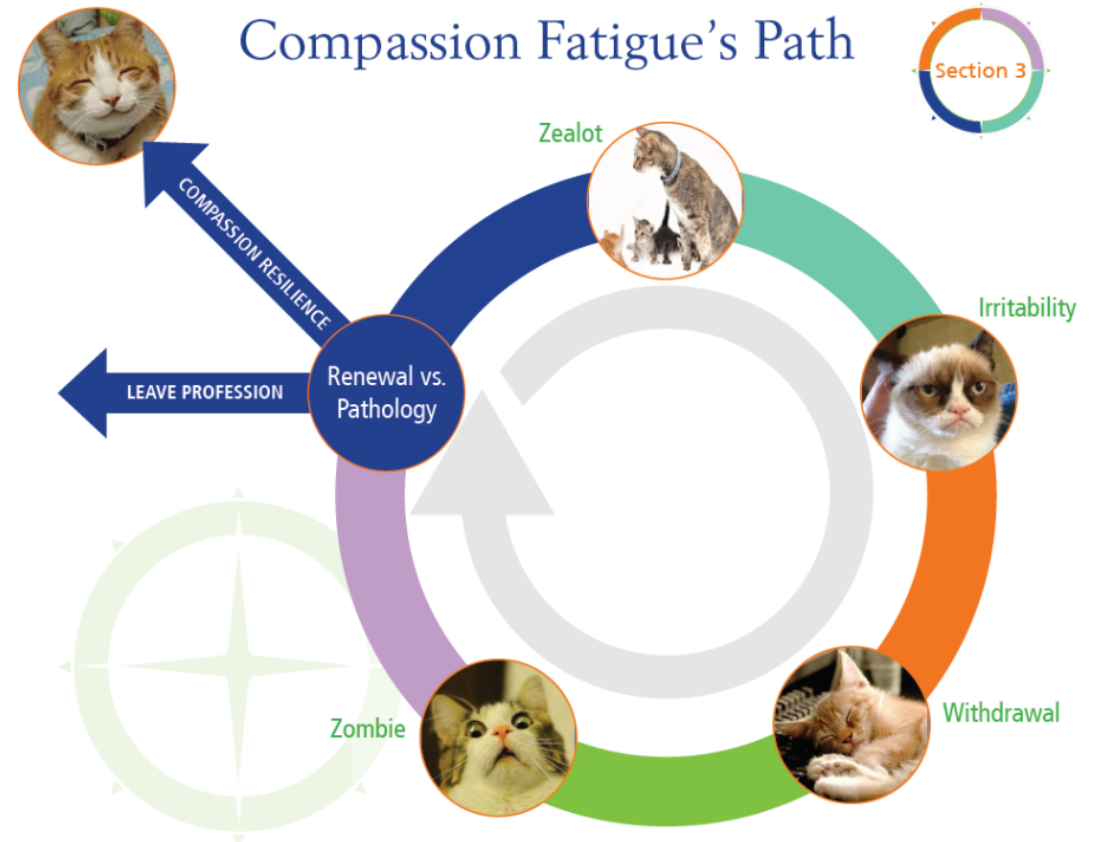
Links Specifically for Leadership

Leadership Support for Boundary Setting – Guided Discussion (15-30 min)
The leadership team will address key questions after participating in the Helpful Adult Behaviors activity with the whole staff or a small group of staff members.

Additional Resources

Self-Help Alliance, *Building Better Boundaries*, 2010

Brené Brown video on boundaries and empathy



NCTSN: Psychological First Aid & Skills for Psychological Recovery

NCTSN The National Child Traumatic Stress Network
LEARNING CENTER


[PFA and SPR](#)
[Continuing Education](#)
[Military Families](#)
[Service Systems](#)
[Special Populations](#)
[Clinical Training](#)
[Help](#)

CONTACT US

For support issues, contact the NCTSN Help Desk at help@nctsn.org.

For questions, visit our [FAQ page](#).

Home / Courses / Psychological First ...





Psychological First Aid (PFA) and Skills for Psychological Recovery (SPR)



Psychological First Aid (PFA) and Skills for Psychological Recovery (SPR) are promising practices for disaster behavioral health response and recovery. Both PFA and SPR were developed by the National Center for PTSD and the National Child Traumatic Stress Network, as well as other individuals involved in coordinating and participating in disaster response and recovery.

PFA and SPR intervention strategies are intended for use with children, adolescents, parents and caretakers, families, and adults who are survivors or witnesses exposed to disaster or terrorism. PFA and SPR can also be provided to first responders and other disaster relief workers.



While grounded in the same foundations of disaster response and recovery, there are several differences between PFA and SPR.

 **Psychological First Aid (PFA) Online** 



Psychological First Aid (PFA) Online is 5-hour interactive online course that helps participants learn the core actions of PFA and describes ways to apply them in different post-disaster scenarios and with different survivor needs. This course also covers provider well-being before, during, and after disasters. This course is relevant for new providers who are wanting to be oriented to PFA, as well as for seasoned practitioners who want a review of the PFA concepts.

 **Skills for Psychological Recovery (SPR) Online** 

Skills for Psychological Recovery (SPR) is a 5-hour interactive course designed for providers to help survivors gain skills to manage distress and cope with post-disaster stress and adversity. This course is for individuals who want to learn about using SPR, learning the goals and rationale of each core skill, delivering SPR, and supporting survivors in the aftermath of a disaster or traumatic event.

 **Primeros Auxilios Psicológicos** 

Los Primeros Auxilios Psicológicos constituyen un enfoque modular basado en la evidencia y cuyo objetivo es ayudar a niños, adolescentes, adultos y familias a afrontar las consecuencias inmediatas de desastres o actos de terrorismo. En este curso en línea, Rosaura Orengo-Aguayo, PhD, ha adaptado el entrenamiento de PFA en un formato de 3 horas, en Español. **Luego de ver este curso en línea, los participantes recibirán 3 créditos de educación continua.**

 **Destrezas para la Recuperación Psicológica** 

Destrezas para la Recuperación Psicológica (SPR por sus siglas en Inglés) es un curso de 3.5 horas diseñado para que los proveedores ayuden a los sobrevivientes a adquirir destrezas para manejar la angustia y afrontar el estrés y la adversidad luego de un desastre. Este curso es para personas que desean aprender sobre el uso de SPR, conocer los objetivos y la justificación para cada destreza básica, brindar SPR y brindar apoyo a los sobrevivientes después de un desastre o evento traumático.

NCTSN The National Child Traumatic Stress Network
The NCTSN is funded by the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services and jointly coordinated by UCLA and Duke University. [Disclaimer](#) | [Privacy](#)

<https://learn.nctsn.org/course/index.php?categoryid=11>

Classroom WISE

**Classroom
WISE**
Well-Being Information and
Strategies for Educators

Video Library +
Resource Collection

Online Course

Website

Presented by:



Free 3 Part Training Package
www.classroomwise.org

<https://www.classroomwise.org/>

Course Description

The goal of this 6-module, self-paced, online course is to equip educators with information and strategies to more effectively promote the mental health and well-being of students.

- **Module 1** Creating Safe and Supportive Classrooms
- **Module 2** Teaching Mental Health Literacy and Reducing Stigma
- **Module 3** Social and Emotional Learning (SEL)
- **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

Select for a [detailed list of all module objectives \(PDF\)](#).

References


Select the superscript number on the slide title. It will link to the References slides at the module's end. Select Previous to return to your original slide.

Mental Health First Aid




Login | Store | Subscribe |   



GET TRAINED ▾ BE AN INSTRUCTOR ▾ IMPACT ▾ ABOUT MHFA ▾ 



NATIONAL ASSOCIATION of COUNTIES
Partners with
NATIONAL COUNCIL for MENTAL WELLBEING
to Deliver Mental Health First Aid Training

[LEARN MORE](#) 

Learn More >>





Identify. Understand. Respond.

Mental Health First Aid is a skills-based training course that teaches participants about mental health and substance-use issues.

<https://www.mentalhealthfirstaid.org/>

NASP: PREPaRE Training Curriculum



NATIONAL ASSOCIATION OF
School Psychologists

Helping Children Thrive • In School • At Home • In Life

[Leadership Tools](#)
[About NASP](#)
[NASP Store](#)
[Career Center](#)
[Create an Account](#)
[Join NASP](#)
[Login](#)


Go

About School Psychology
Resources & Publications
Professional Development
Standards & Certification
Research & Policy
Membership & Community

[Home](#) > [Professional Development](#)

PREPaRE Training Curriculum

In This Section



The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response.

Upcoming Workshops

In This Section

- About PREPaRE
- PREPaRE Trainers
- PREPaRE 3rd Edition Workshop Materials
- PREPaRE 3rd Edition Curriculum
- Holding a PREPaRE Workshop
- Find a Local PREPaRE Trainer
- PREPaRE 2nd Edition Workshop Materials
- Need for Crisis Training in Schools
- Training Outcomes & Evaluations
- Suggestions for Funding PREPaRE Trainings

Related Resources

School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition

The new edition of this book is now available! This is an excellent complement to the PREPaRE workshops or as a standalone resource for school support staff who have not taken training. If you are a PREPaRE trainer, please call 866-331-6277 ext. 850 to get your

Learn More

Are you looking for materials?
Participants can download the most recent version of their materials [here](#).

Need to complete your posttest or evaluation? To complete workshop requirements, go to the [PREPaRE Online Catalog](#) and click "My Workshops"

Want to hold a PREPaRE Workshop?
To learn more about organizing a workshop click [here](#). Sponsors can read more about each workshop [here](#).

For additional questions contact the NASP PREPaRE Coordinator at prepare@naspsweb.org.

<https://www.nasponline.org/professional-development/prepare-training-curriculum>



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Q & A



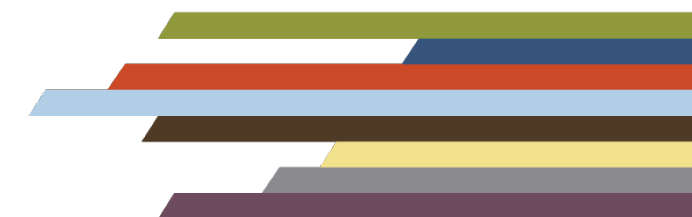
Visit us!



Follow us!



Join us!





Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Thank you for your help with evaluating this webinar!

A link to an **evaluation** form will appear on your screen shortly.

Please take a few minutes to provide us with your thoughts, as this is a very important part of our funding.

We appreciate your feedback!



Collective Trauma Series Slides and Recordings

Part 1 – Essentials

June 22, 2022 led by Dr. Berre Burch

Part 2 - Improving Readiness

July 6, 2022 led by Dr. Berre Burch

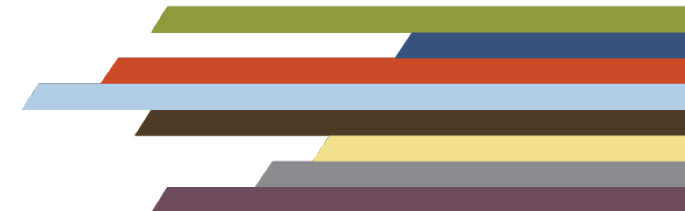
Part 3 – Response

July 13, 2022 led by Dr. Christina Borbely

Part 4 – Recovery and Maintenance

July 27, 2022 (today!) led by Dr. Elizabeth Connors

<https://mhttcnetwork.org/centers/southeast-mhttc/promoting-school-preparedness-community-resilience-and-recovery-face>



SAMHSA's mission is to reduce
the impact of substance abuse and
mental illness on America's communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)

References

- Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009) *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.
- Chafouleas, S., Pickens, I., & Gherardi, S. (2021). Adverse childhood experiences (ACES): Translation into action in K12 education settings. *School Mental Health, 13*, 1-12.
- Cole, S.F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Creating and advocating for trauma-sensitive schools*. Massachusetts Advocates for Children. Retrieved from <http://www.traumasensitiveschools.com>.
- Jones, S. E., Ethier, K. A., Hertz, M., et al. (2022). Mental health, suicidality, and connectedness among high school students during the COVID-19 pandemic. Adolescent Behaviors and Experiences Survey, United States, January–June 2021. *MMWR Suppl 2022;71(Suppl-3):16–21*. Retrieved from: <https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm>.

References

- Nastasi, B., Overstreet, S., & Summerville, M. (2011). School-based mental health services in post-disaster contexts: A public health framework. *School Psychology International*, 32, 533–552.
- National Child Traumatic Stress Network. (2010). *Age-related reactions to a traumatic event*. Retrieved from: <https://www.nctsn.org/resources/age-related-reactions-traumatic-event>
- National Education Association. (2018). *School crisis guide*. Washington, DC. Retrieved from <https://www.nea.org/resource-library/neas-school-crisis-guide>
- Substance Abuse and Mental Health Services Administration. (2014) *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. SAMHSA: Rockville, MD.
- U.S. Department of Education. (2014). *Guiding principles: A resource guide for improving school climate and discipline*. Washington, DC. Retrieved from www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf