Becoming a Trauma-Informed School

February 6, 2023

Training series session #4:

Becoming a Trauma-Informed School Logistics

Tamera Ford, LCSW

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SAMHSA
Substance Abuse and Mental Health Services Administration

Mountain Plains (HHS Region 8)
MHTTC
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Disclaimer and Funding Statement

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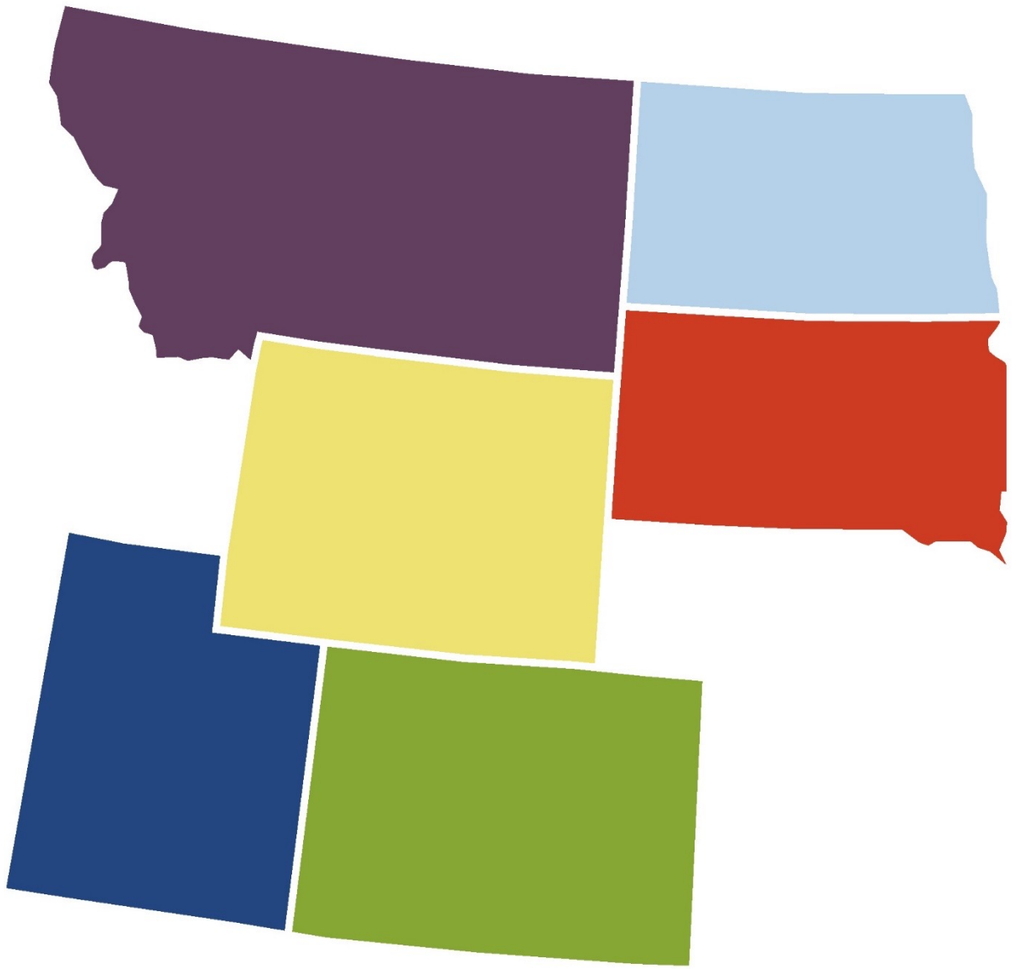
The Mountain Plains Mental Health Technology Transfer Center

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).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

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

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

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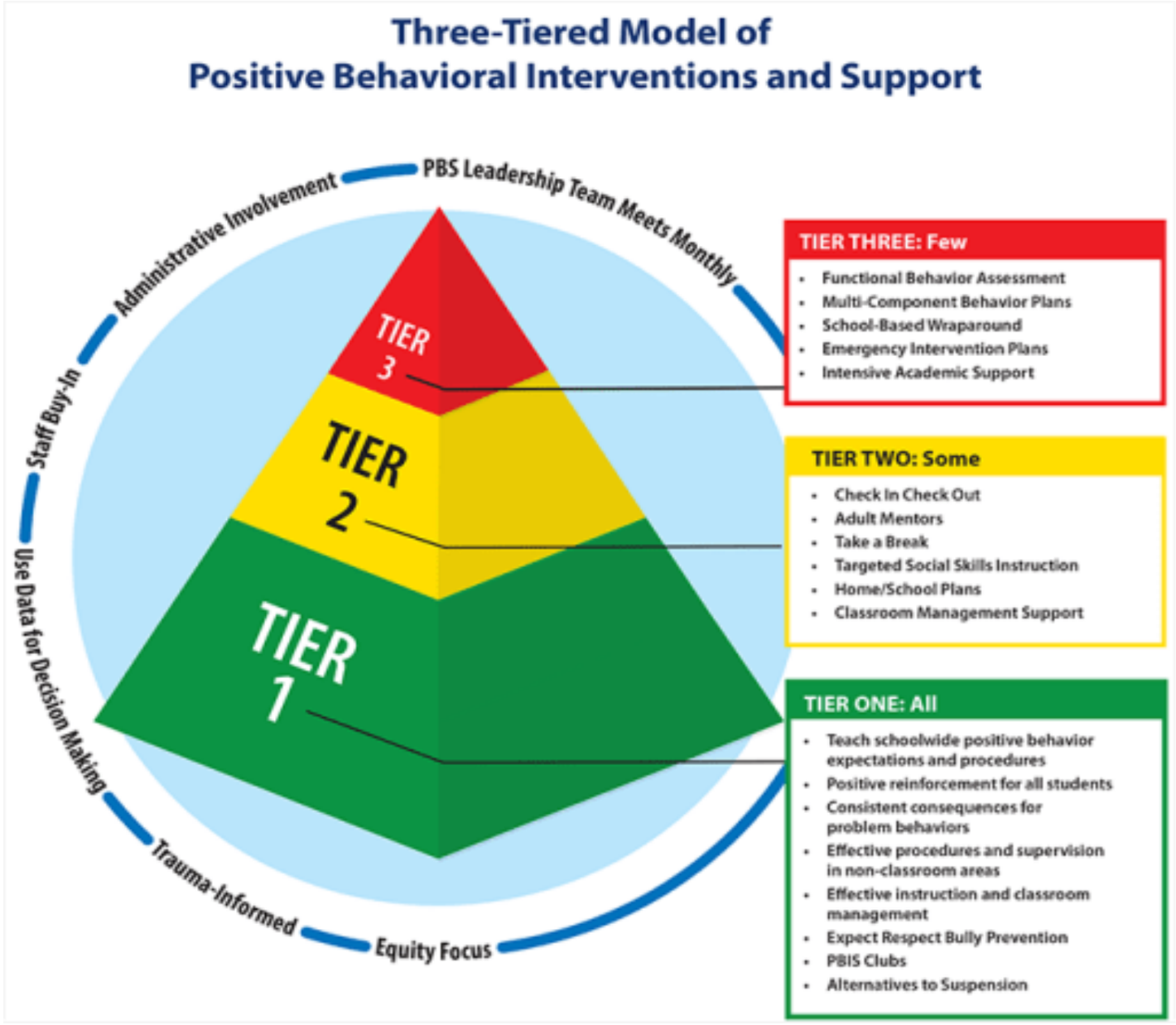
Training Details

1. Learn what Trauma is, what it looks like, and how to respond in a supportive way
2. Learning the key components of what it means to be “Trauma-Informed” within a host environment focused on academics
3. **Identify logistical and operational elements of implementation of a trauma-informed approach to supporting public education**
4. Developing relevant metrics for measuring progress and success in School-Based Trauma-Informed practices.



Not Just A Pretty Picture:

80% of Behavior Issues are preventable.

Majority of questions a mental health consultant receives about responding to challenging behavior are *rooted* in **PBIS Tier One Strategies**

ACADEMIC SYSTEMS

Tier 3/Tertiary Interventions

- Individual Students
- Assessment-Based
- High Intensity

Tier 2/Secondary Interventions

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Tier 1/Universal Interventions

- All Students
- Preventive, Proactive

BEHAVIORIAL SYSTEMS

Tier 3/Tertiary Interventions

- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

Tier 2/Secondary Interventions

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Tier 1/Universal Interventions

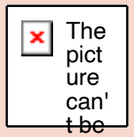
- All Settings, All Students
- Preventive, Proactive

Best Practices to Support Tier One Concerns:

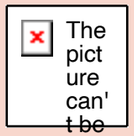
Relationships	Predictability & Safety	Connect	Empower	Model & Teach
Build an authentic and attuned relationship with your students	Have clear classroom values and expectations, with plenty of opportunity for students to manifest said values and expectations through classroom routines.	Build classroom community by helping to ground students (and yourself) each morning with personal greetings, circle time for check-in and expression and to revisit your values interactively.	Allow for student choice in your classroom – Remember you cannot have accountability without responsibility.	Teach with the understanding that social/emotional learning happens all day long throughout every interaction and lesson you create

https://youtu.be/kzvm1m8zq5g

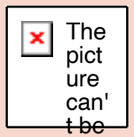
REPLACEMENT BEHAVIORS



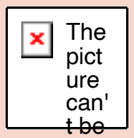
Often easier to manipulate the antecedent than the consequence



Should address the function of the behavior



Should be taught when student is calm (not during challenging behavior)



Must have the same payoff as problem behavior

New skill gets reinforced as efficiently and effectively

School

Therapy

Wider Network

Parents / Carers

The Neuro Sequential Model of Therapy

Building from the bottom up

Integration

THIRD FOUNDATION

Working with the cortical brain to:

- Develop the child's sense of identity
- Make sense of the child's life story
- Strengthen reciprocal relationships

Interventions:

- Family therapy
- Therapeutic Life Story Work
- Creative Arts Therapy
- Psychotherapy - EMDR, MBT
- DDP
- Drama therapy

THIRD FOUNDATION

SECOND FOUNDATION

Working with the limbic brain to:

- Build the bonds of attachment
- Support parents to co-regulate and mentalize
- Process traumatic memories
- Enable the parent/carer to regulate their own emotions

Interventions:

- DDP
- Theraplay
- Therapeutic parenting
- Parent-child Psychotherapy
- Video Interaction Guidance
- EMDR, drama & movement therapy

SECOND FOUNDATION

Child's Development

FIRST FOUNDATION

Working with the primitive brain to:

- Regulate the child's fight/flight freeze/submit survival systems.
- Develop co-regulation between the child & adult
- Disarm child's survival response in school
- Enable the parent/carer to regulate their own emotions

Interventions:

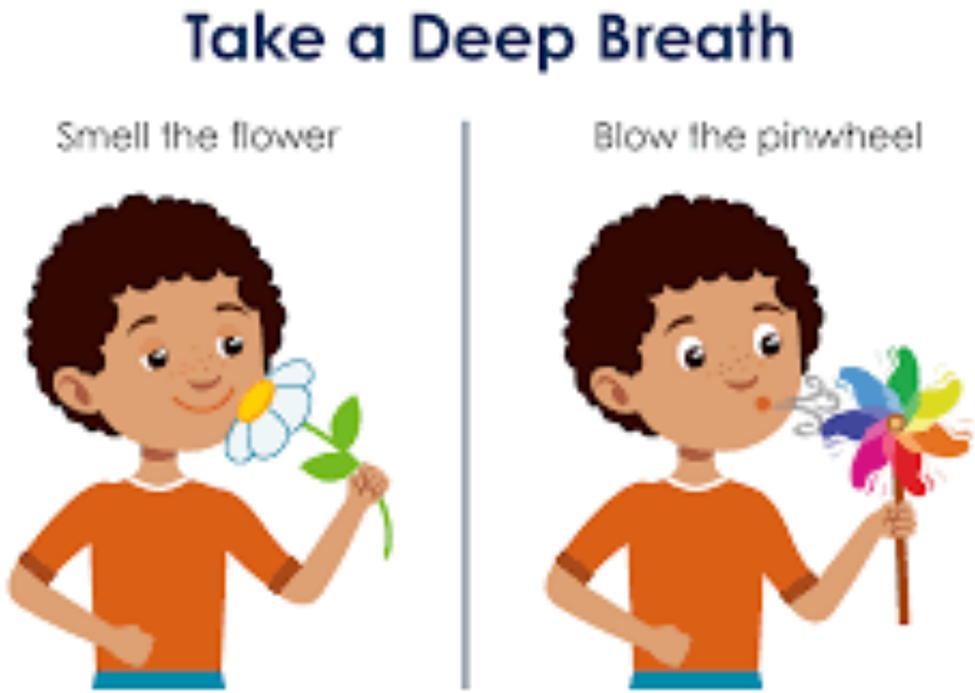
- Sensory Attachment Intervention
- Stabilise the school environment
- Systemic intervention with school and home
- Therapeutic parenting
- EMDR, drama & movement therapy

FIRST FOUNDATION

© Beacon House
Therapeutic Services and Trauma Team
www.beaconhouse.org.co.uk

COMMUNICATION STRATEGIES

- Environmental enrichment (Regulate the environment)
- Visual Supports
- Provide coping strategies
- **Avoid yes/no questions**
- Offer Choices
  - Power Lending
- Modeling appropriate behaviors



BUILDING RELATIONSHIP

- Use specific, positive praise
- Validate emotions and concerns
- Alternate easy and difficult task
- Provide access to breaks when needed
- Set the individual up for success
  - Does he/she understand?
  - Does he/she have the skills?

Separate Observation and Evaluation

OBSERVATION with EVALUATION

- You are too generous
- Doug procrastinates
- That mom is angry all the time
- That teacher isn't good at setting limits

OBSERVATION <u>without</u> EVALUATION

- When I see you give all your lunch money to others, I think you are being too generous
- Doug turns his lesson plans in on the day they are due
- I hear that mother curse and raise her voice whenever I see her
- I infrequently see that teacher setting limits

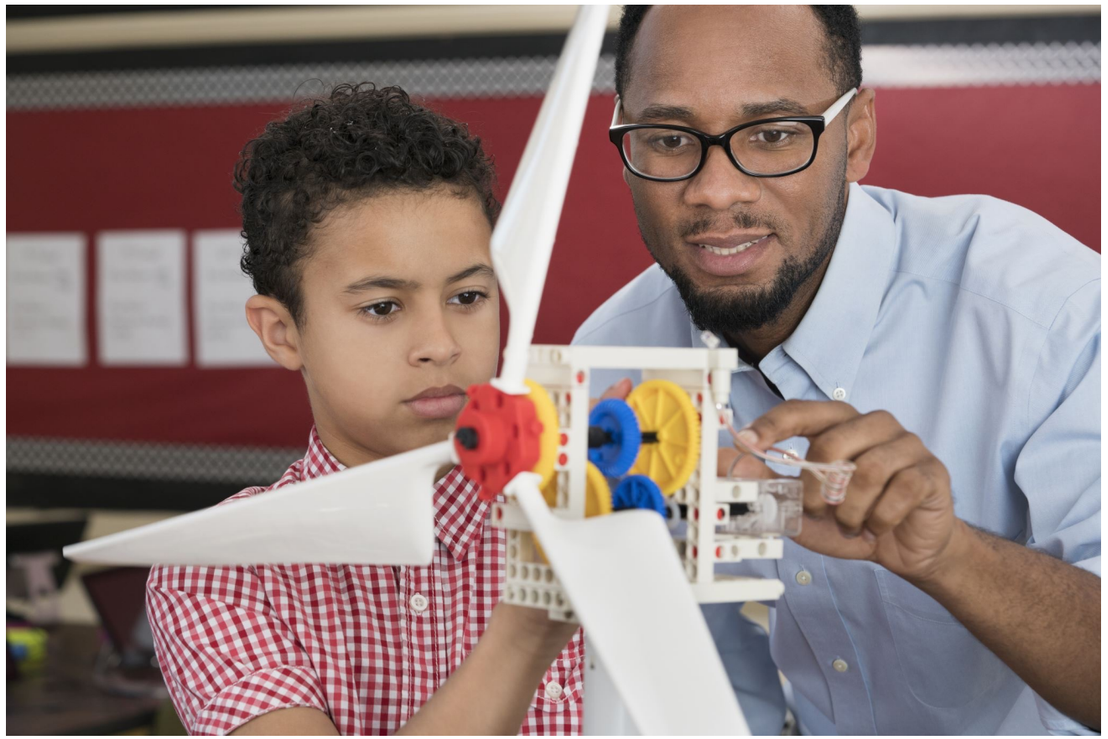
Observation or Evaluation?

- “John was angry with me yesterday for no reason”
- Sam didn’t ask for my opinion during the meeting
- “My father is a good man”
- “Henry is aggressive”
- Pam was first in line every day this week.

School-Wide Trauma Practices

Build working relationships with students

- Be authentic
- Be willing to ask questions rather than making assumptions
- Be willing to admit when you made a mistake
- Be other-focused (QTIP: Quit Taking It Personally)
- Be willing to label your emotions and your responsibility to manage them



School-Wide Trauma Practices

- Students who are traumatized often have overwhelming negative thoughts about themselves and the world around them
- Students who have experienced chronic interpersonal trauma often have under-developed neural reinforcement pathways
- Need to use praise at a high rate to have impact
  - General Praise (use for compliance after needing to correct)
  - Specific Praise (use most of the time) – name what they did
  - Effective Praise (use as teaching moments) – name the value of what they did
- "Great job telling me why you are upset! When you tell me what's happening, then I can better understand how to help."

School-Wide Trauma Practices

- Establish clear and predictable routines and procedures
- When possible, provide students with two acceptable choices
- Avoid engaging in negative interactions with students (Power struggles)
- Recognize that the classroom is not the setting to discuss details of anyone's traumatic life experiences
- Build healthy boundaries
  - Avoid oversharing from your personal life
  - Recognize that you are both important and temporary in the life of most students
  - Establish that staff will make every attempt to end their working relationships with students in healthy ways
  - You are not the parent of your students, avoid being put in that role or making judgments of parents
  - ALWAYS ask permission before touching a student

Behavior Clip Charts:

- Hierarchically based, subjective assessments by single authority (Teacher)

- Assessment based on student impact to classroom, without regard to student state of wellness. This defies “community” and “inclusivity”

Unintended Consequences of Clip Charts:

- Public judgement tends to create shame without broadening understanding

- Communication is only one-way – Teacher 👉 student. How does the student communicate needs to his/her Teacher?

Unintended Consequences of Clip Charts:

Perhaps the MOST IMPORTANTLY

Students are not being taught WHAT THEY CAN DO when THEY are feeling challenged

Continuing the Evolution:

Need a tool to allow for:

- Increased student awareness of their state of wellness
- Increased capacity to promote student ownership over self regulation
- Improved communication that allows for multi-directional check-ins
- Shift from public shaming and judgement

BLUE ZONE: Hypoaroused	FEELINGS	COMMON BODY SENSATIONS	WHAT YOU CAN DO
		SLEEPY EYES	
	SAD		DRAW A PICTURE
		NO ENERGY	
	SICK		DRINK WATER
		BODY ACHES/HEADACHE	
	TIRED		TALK TO SOMEONE
		HEAVY CHEST / BIG SIGHS	
	BORED		LISTEN TO MUSIC
		UPSET STOMACH	
	SLOW MOVING		VISIT THE COZY CORNER

RED ZONE: Overwhelmed	FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	MAD/ANGRY		
		HEART POUNDING	TALK TO SOMEONE
	MEAN		
		SHALLOW BREATHING	CONNECT WITH NATURE
	TERRIFIED		
		WHOLE BODY TENSION	HIT A PILLOW
	YELLING		
		HIDING / RUNNING / FIGHT	TAKE A WALK
	OUT OF CONTROL		
		REALLY HOT OR COLD	CONNECT TO THE BODY

GREEN ZONE: Regulated	FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	HAPPY		LEARN
		NO BIG SENSATIONS: NORMAL	
	CONTENT		PROBLEM SOLVE
		SMILING	
	FELLING OK		SUPPORT OTHERS
		CLEAR THINKING	
	FOCUSED		SET GOALS
		NORMAL HEART RATE	
	LEARNING READY		OBSERVE OTHERS
		NORMAL BREATHING	

YELLOW ZONE: Hyperaroused	FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	FRUSTRATED		VISIT THE COZY CORNER TO CALM
		ENERGETIC	
	WORRIED		YOGA / MEDITATION / PLANKING
		BUTTERFLIES IN STOMACH	
	SILLY-WIGGLY		PROGRESSIVE MUSCLE RELAXATION
		TALKATIVE	
	EXCITED		WRITE OUT THOUGHTS & FEELINGS
		HARD TO FOCUS	
	NERVOUS		5 MINUTES OF PEER SUPPORT TO TALK
		FASTER HEART RATE	

Continuing the Evolution:

Need a tool to allow for:

- Opportunities to teach Restorative Practices and the microcosm of COMMUNITY – *that is the Classroom represents the need to learn how to co-exist and get along with one another despite diverse needs.*
- Teaching RESOLUTION, REGULATION, and RESILIENCY proactively
- Provides Educators with language for pro-active behavior management

The New Tool = Zones of Regulation

“Zones of Regulation”

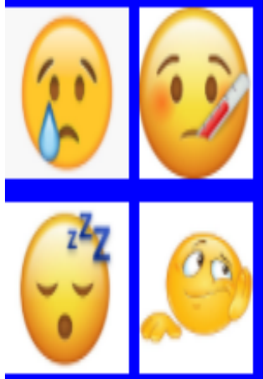
- Formal Implementation
- “Zones of Regulation” is a patented school-wide program initiative – like Leader in Me.
- Requires large-scale buy-in
- Fidelity components are measured
- Costs $$$

- Informal Implementation
- Utilizes the language of state based (Neurosequential model) self-awareness
- Provides visual tool and prompts
- Creates common language across grade levels
- Shifts focus from consequence driven interventions to challenging behavior to meeting student needs to PREVENT challenging behaviors
- FREE!

What is the “Zones of Regulation Tool?”

- 4 quadrants representing different “states” of arousal
  - Hyper-aroused – Yellow
  - Hypo-aroused – Blue
  - Regulated – Green
  - In a high state of Flight or Fight or Freeze (Overwhelmed) – Red

- Identifies common feelings associated with the given arousal state
- Identifies common sensations associated with the given arousal state
- Identifies common regulation activities to assist with meeting the need of the given arousal state

BLUE ZONE: Hypoaroused	FEELINGS	COMMON BODY SENSATIONS	WHAT YOU CAN DO
		SLEEPY EYES	
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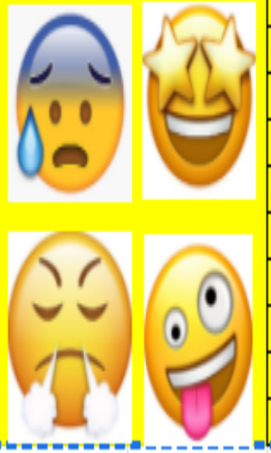
		SMILING	
	FELLING OK		SUPPORT OTHERS
		CLEAR THINKING	
	FOCUSED		SET GOALS
		NORMAL HEART RATE	
	LEARNING READY		OBSERVE OTHERS
		NORMAL BREATHING	

YELLOW ZONE: Hyperaroused	FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	FRUSTRATED		VISIT THE COZY CORNER TO CALM
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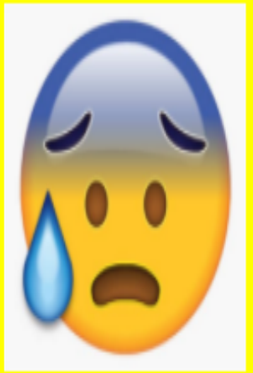 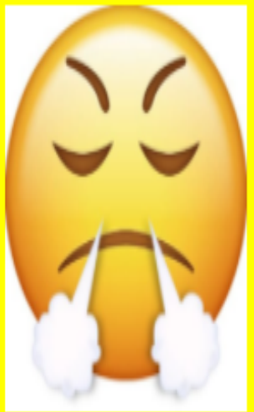	FRUSTRATED		VISIT THE COZY CORNER TO CALM
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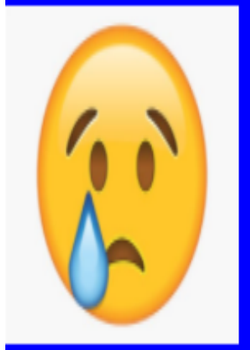
BLUE ZONE: Hypoaroused	FEELINGS	COMMON BODY SENSATIONS	WHAT YOU CAN DO
		SLEEPY EYES	
	SAD		DRAW A PICTURE
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	SICK		DRINK WATER
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	TIRED		TALK TO SOMEONE
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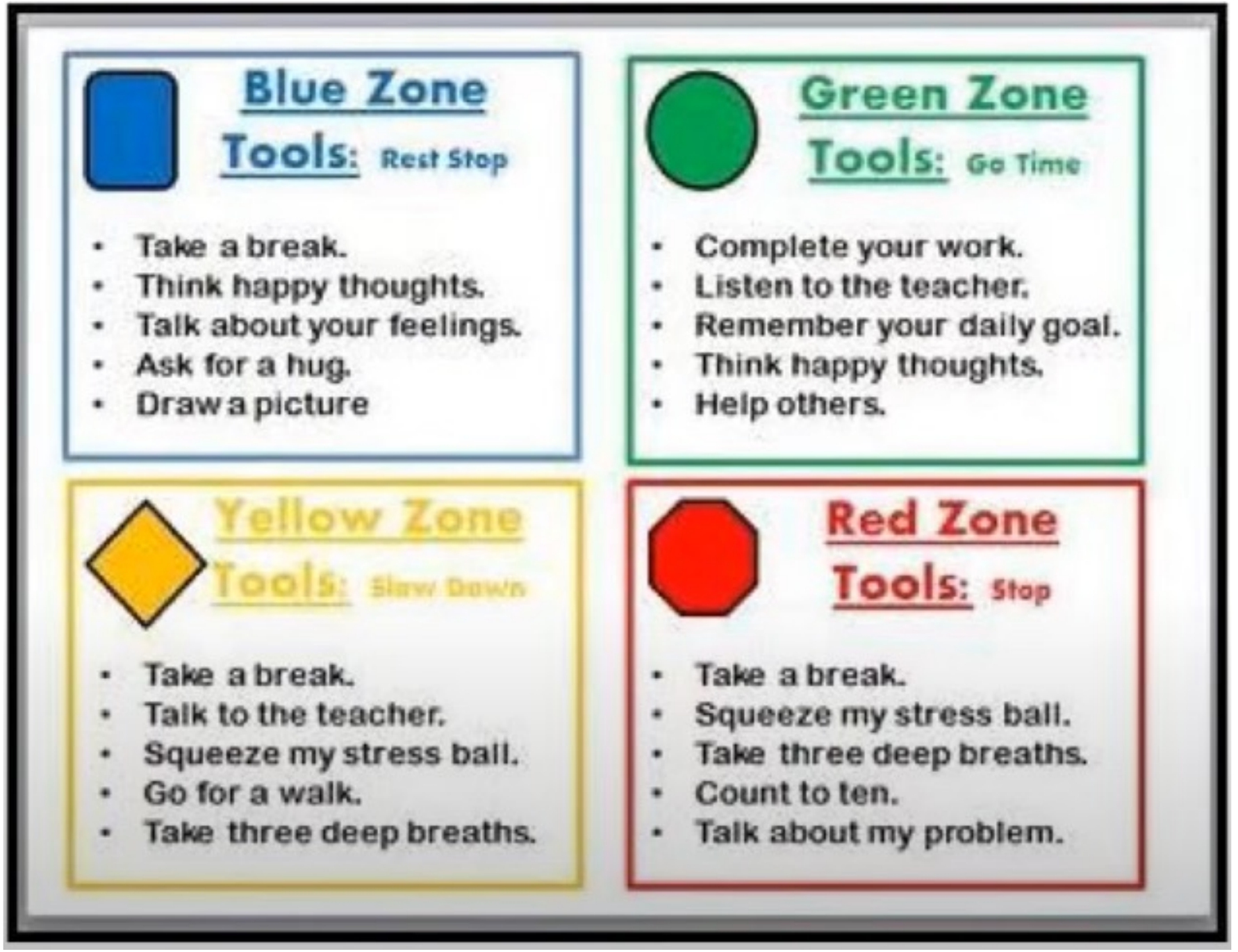
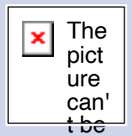

Blue Zone
Tools: Rest Stop
• Take a break.
• Think happy thoughts.
• Talk about your feelings.
• Ask for a hug.
• Draw a picture
Green Zone
Tools: Go Time
• Complete your work.
• Listen to the teacher.
• Remember your daily goal.
• Think happy thoughts.
• Help others.
Yellow Zone
Tools: Slow Down
• Take a break.
• Talk to the teacher.
• Squeeze my stress ball.
• Go for a walk.
• Take three deep breaths.
Red Zone
Tools: Stop
• Take a break.
• Squeeze my stress ball.
• Take three deep breaths.
• Count to ten.
• Talk about my problem.

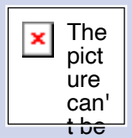
How would it work?



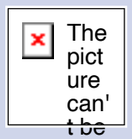
Every classroom would receive:

One larger visual for Educator reference and teaching

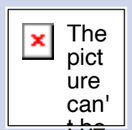
Individual, small size for students' desks



To be used at morning check-ins and additionally throughout the day to promote student self-awareness and ownership of needs.



When a student's behavior is observed to be in one of the given states, Teacher can use visual to check in more concretely with the student to see what is going on for them.



Helps to train the Educator's eye for student dysregulation.

Teaches feeling vocabulary AND regulation focus

What will using this tool accomplish?

Will

- Teach social/emotional self awareness
- Teach self-regulation
- Model community in the classroom
- Provide common language
- Facilitate Educator understanding of students
- Support relationship development
- PREVENT many challenging behaviors before they start

Will Not

- Eliminate ALL challenging behaviors
- Pre-determine consequences or outcomes to challenging situations
- Replace classroom expectations/rules
- Determine the quality of Teacher/Student relationship
- …work without added teacher/student relationship building

Resources

- Nonviolent Communication –Marshall Rosenberg, PhD
- Relaxation Exercises & A Dozen Posters to Combat Stress: https://www.ecmhc.org/relaxation_exercises.html
- Guided meditations*:* https://www.tarabrach.com/guided-meditations/
- Self-Compassion Test. Kristin Neff: http://self-compassion.org/test-how-self-compassionate-you-are/
- Dr. Brene Brown - Daring Greatly
  - TED Talk https://www.youtube.com/watch?v=iCvmsMzlF7o

References and Additional Resources

National Child Traumatic Stress Network – www.nctsn.org

Nadine Burke Harris: How childhood trauma affects health across a lifetime https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime/

Secondary Traumatic Stress in Schools - https://traumaawareschools.org/secondarystress

Trauma Stewardship - http://traumastewardship.com/

Becoming a Trauma-Informed School

Key Elements:

1. Implementation with an evolutionary lens - Time sequenced
2. Evidenced-based Interventions
3. Build in continuous improvement measures
4. Outcome measures

Research

- There actually isn’t much hard data!
- Lots of verbiage that is repeated, primarily based on correlations
- For now – we use what we can ☺

Research

At an event held at Hallett Academy, Denver Public Schools (DPS) announced a $1 million philanthropic investment to support its goal to become a trauma-informed district. DPS also announced the reduction in out-of-school suspensions for kids in preschool through third grade… “At Hallett, we are proud to announce that our school has reduced ECE through third-grade out-of-school suspensions by 100%, from 34 to 0,” said Hallett Principal Dominique Jefferson. “We love children back to learning, and we give children grace to make mistakes then try again.”

Research

For the fifth year in a row, zero students in ECE through third-grade were expelled from school. There has also been a reduction of suspensions by two-thirds for DPS' youngest learners.

The grant to the DPS Foundation, awarded by The Campbell Foundation, a donor-advised fund of The Denver Foundation, will be used to implement a comprehensive strategy designed to improve academic and social-emotional outcomes for DPS students.

Research indicates that trauma can affect children's development and the functioning of their immune, neuroendocrine and nervous systems, which can lead to long-term effects on learning, behavior and health.

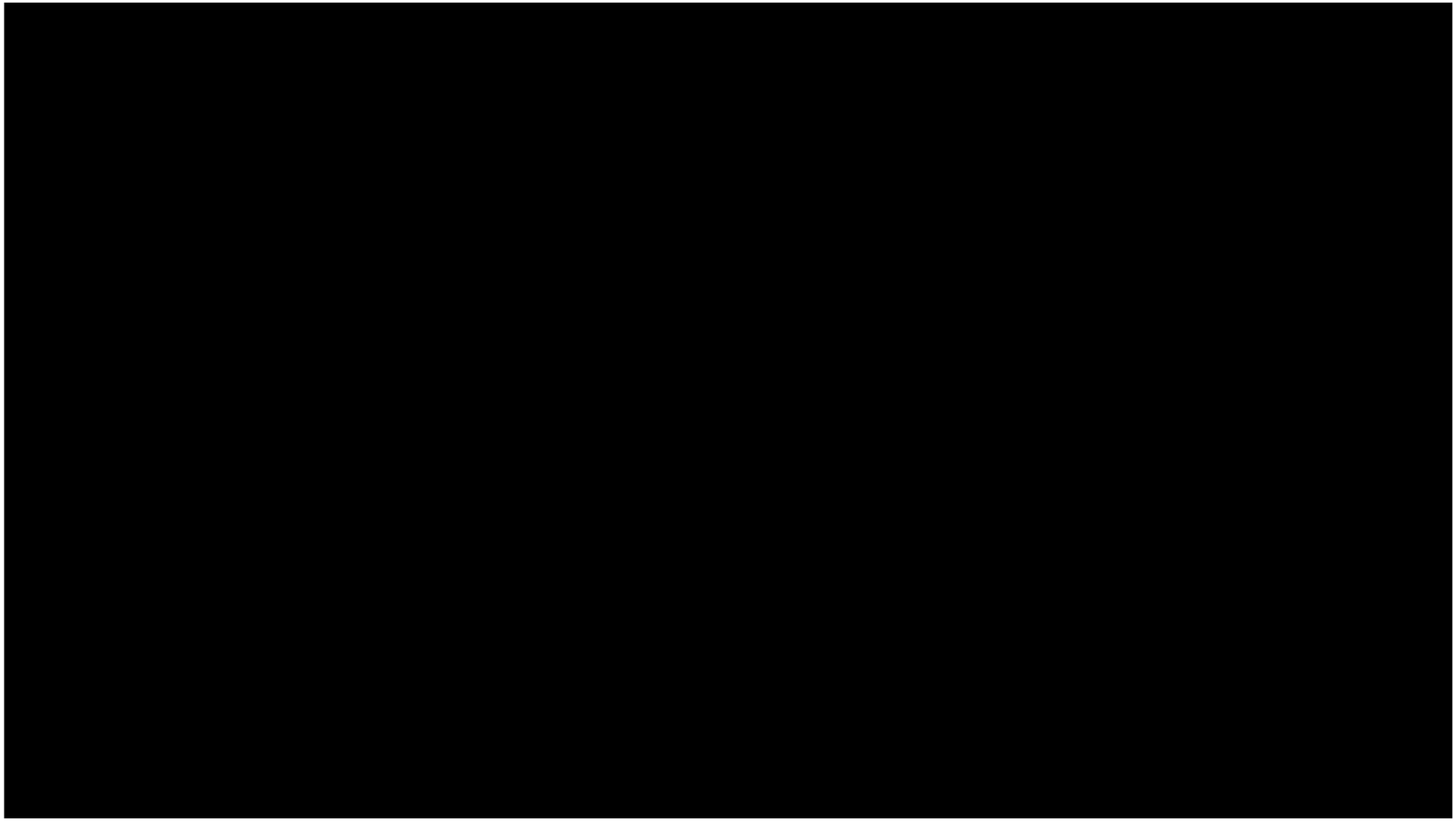
Research indicates the following outcomes when schools are trauma-informed (Chafouleas et al, 2016):

Improved

- Academic achievement and test scores
- School climate
- Teacher sense of satisfaction and retention
- Graduation rates
- Community and family collaboration with school

Reduced

- Student behavioral outbursts and referrals
- Stress for staff and students
- Absences, detentions and suspensions
- Student bullying, harassment and fights
- Need for special education, services and classes
- Drop-out rates



Research

- Trauma-informed schools include trauma-informed strategies and education for all students (tier 1), supplemental supports for some students (tier 2), and intensive interventions for students who suffer from trauma exposure (tier 3). These multi-component interventions typically include revisions to disciplinary policies, social-emotional instruction, school-wide culturally appropriate education about trauma, parent/caregiver education and engagement, data monitoring and routine screening, and individualized intensive support (e.g., cognitive behavior therapy or wrap around services) for students who exhibit symptoms of trauma. Trauma-informed schools often develop community partnerships to support these efforts and collaborate across child services to coordinate care[1, 2, 3]. The 2015 National Survey of Children Exposed to Violence indicates that nearly 60% of children have been exposed to trauma in the past year; more than 1 in 10 children reported 5 or more exposures[4].

Research

Evidence of Effectiveness

- There is some evidence that trauma-informed school-wide interventions increase understanding of trauma and use of multi-component trauma-informed practices among school staff and teachers[5, 6, 7]. Additional evidence is needed to confirm effects, especially on student outcomes.
- Trauma-informed school-wide interventions may increase student resilient recovery[7], coping skills[6], ability to pay attention[8], and attendance[5]. Such interventions are also associated with increased high school completion rates[9], improved classroom behavior, and improved emotional and physical safety for students in urban, suburban, and rural areas[1, 10]. Trauma-informed school-wide programs may also enhance bullying prevention efforts, and address the social-emotional and mental health needs of vulnerable students[11]. Over the long term, trauma-informed interventions are associated with decreased office discipline referrals (ODRs), physical aggression incidents, and out-of-school suspensions[5, 9].

Research

- School-based social and emotional instruction, common in trauma-informed schools, increases academic achievement[12] and prosocial behavior, and improves mental health outcomes[13]. School-wide Positive Behavioral Interventions and Supports (SWPBIS), another common component, improves students' behavior[14, 15], and individual and group cognitive behavior therapy (CBT) has been shown to decrease symptoms of post-traumatic stress disorder (PTSD) and depression[16, 17].

- Researchers suggest that schools provide information and training to all levels of staff to help them recognize behaviors that may be reactions to trauma, as well as how to assist and refer students to support services[18]. Schools characterized by strong relationships between school staff and mental health professionals[19] and a clear commitment to changing the school climate and culture through trauma-informed approaches[18] appear to have greater effects than schools that do not.

Research

- Trauma-informed schools may reduce disparities in educational outcomes between students from families with lower incomes and/or minority backgrounds and students from families with higher incomes. Trauma-informed practices should be culturally sensitive and introduced carefully to build teacher investment and avoid defensive reactions to the suggested changes[20].

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Trauma-informed schools | County Health Rankings & Roadmaps

Being a Trauma-Informed School Means:

There is RECOGNITION and ACCEPTANCE that trauma and the frequent prevalence of ACES (adverse childhood experiences) exist and have direct impact on the adult experience and student's capacity to learn and families' capacities to support their children.

The school embodies a focus on **UNDERSTANDING THE IMPACT OF TRAUMA and SAFETY**. Trauma is relative to each person and that through strengths-based relationship building and an intentional focus on **FEELING SAFE,** students' abilities to learn, increases.

A Trauma-Informed school **RESPONDS** to trauma in a *strategic* manner, based on scientific understandings, that support trauma resolution rather than sensationalizing trauma or minimizing trauma to create the *behavioral outcomes* that ADULTS want to see.

Bird’s Eye View

- Regardless of how we specifically cover these elements there are common trends in what is believed to be the core components of any trauma-Informed programming for schools.

Six Key Domains of Implementing Trauma-Informed Approaches in Schools

1. Supporting staff development. Staff must be trained with a baseline understanding of trauma and its' impact on students and staff. Staff development includes ongoing learning and coaching in trauma-informed practices to support implementation across academics, assessment, behavioral supports, and family, caregiver, and community partnerships. Additionally, staff need to receive ongoing professional learning in evidence-based practices that are essential in supporting students including problem solving, cognitive skills, emotional regulation, and social emotional learning. Staff are taught student triggers and how to avoid them, including recognizing verbal and nonverbal early warning signs of student escalation. Skills and strategies to de-escalate and defuse situations is equally emphasized and explicitly trained. Self-care is an essential component of staff development to prevent and mitigate vicarious trauma and compassion fatigue. Staff development is utilized to teach and encourage staff to participate in self-care activities in their work and personal lives.

Six Key Domains of Implementing Trauma-Informed Approaches in Schools

2. Creating a safe and supportive environment. All adults must be responsible for creating and maintaining a physically, socially, and emotionally safe learning environment. This includes training and expertise in culturally responsive practices to learn and value the cultural history of students and their families. All crisis prevention and intervention practices integrate trauma-informed strategies and practices. Belonging and safety is a priority. Building relationships among staff and students is the foundation of this environment. All interactions between students and adults are healing and build resilience skills in the students. Attention is given more as a means to build relationships than to correct unwanted behavior. A ratio of 5 positive interactions to reinforce prosocial behavior to every 1 interaction aimed at decreasing undesired behavior will assist in supporting connectedness, build relationships, and promote the feeling of mastery

Six Key Domains of Implementing Trauma-Informed Approaches in Schools

3. Assessing Need and Providing Appropriate Supports. This requires that all school-based screening and assessments consider potential impact of trauma and plans consider ways to address trauma. A variety of academic, behavioral, and social emotional assessment methods are used to allow students to demonstrate knowledge and skill. It also requires a mechanism to measure and progress monitor a school's ongoing implementation of trauma-informed approaches.

Six Key Domains of Implementing Trauma-Informed Approaches in Schools

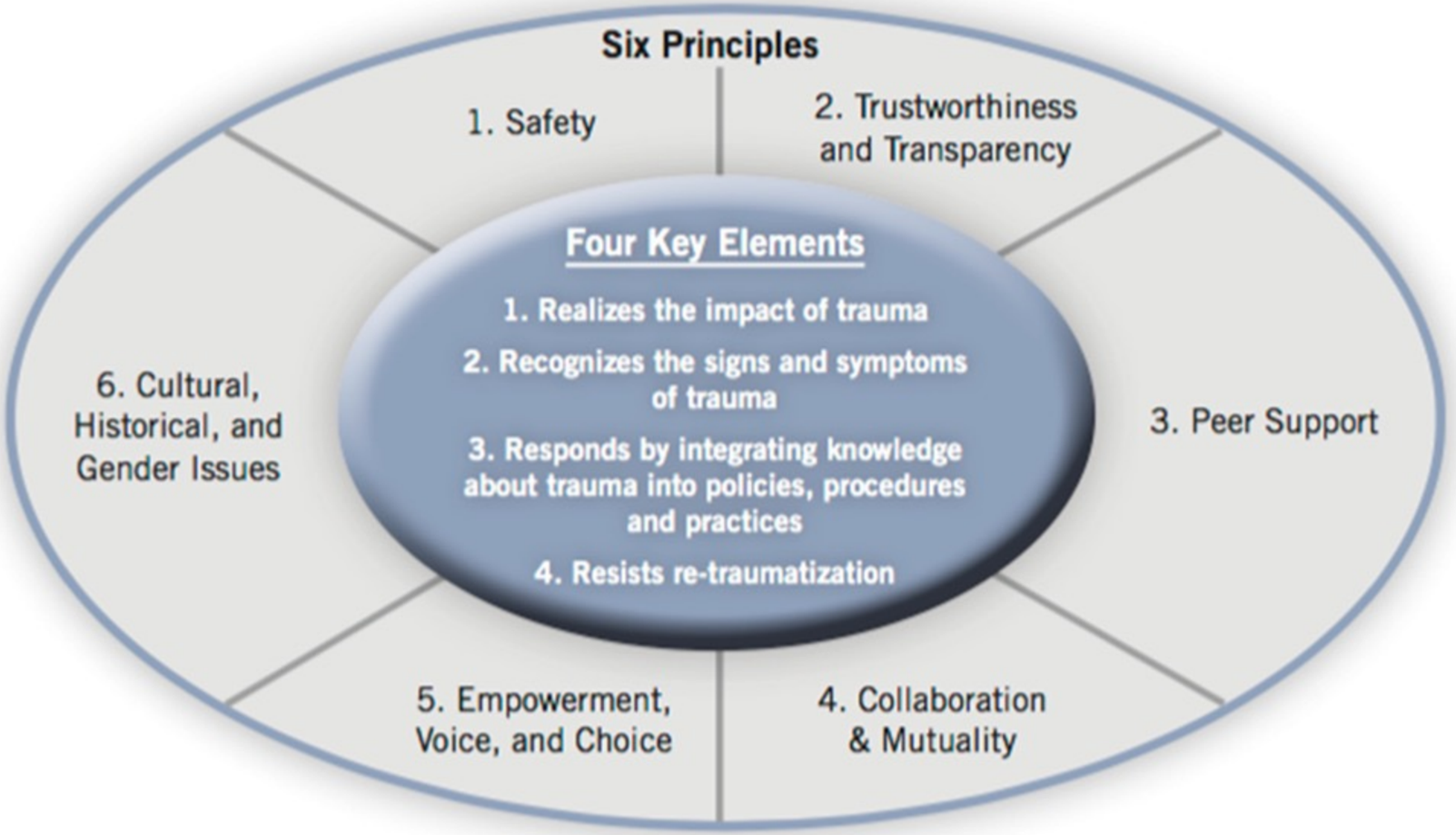
4. Building Strong Social and Emotional Skills. School must integrate universal strategies to model, teach, and practice self-regulation, self-awareness, social awareness, relationship skills, and responsible decision making. Explicit emphasis is paid to problem-solving and emotional and physiological regulation. Students are taught how to identify and process their emotions.

Six Key Domains of Implementing Trauma-Informed Approaches in Schools

5. Collaborate with Students and Families Students, families, and caregivers are given a voice to express their concerns. The school environment and practices within it is built on students' strengths. The school builds trusting relationships with families and caregivers. Families and caregivers are encouraged to take a leadership role in the community. Family and caregiver voice is integral in developing school policies and procedures.

Six Key Domains of Implementing Trauma-Informed Approaches in Schools

6. Policies and Procedures. Existing policies and procedures are reviewed regularly against trauma-informed core beliefs, principles, and values and modifications are made when inconsistencies arise to ensure full alignment. Discipline, communication, and safety procedures reflect an understanding of trauma and are consistent with beliefs, principles, and values. Policies and procedures at the local school level are presented to the school board to educate the board on trauma and its impacts in order to modify school board policies as needed.



https://onlinelibrary.wiley.com/doi/full/10.1002/cl2.1018

Trauma-Informed Schools for Children in K-12: A System Framework

VI. Cultural Responsiveness
School policies that promote culturally appropriate responses to trauma and encourage staff to recognize differences in individual experiences and responses to trauma, including help-seeking behaviors following a trauma

VII. Emergency Management/Crisis Response
Clear and well-communicated procedures to mitigate, prepare for, respond to, and recover from emergencies/crises

VIII. Staff Self-Care and Secondary Traumatic Stress
Training and support for self-care and secondary traumatic stress activities to help staff, teachers, and school personnel respond to and recover from traumatic events

IX. School Discipline Policies and Practices
School discipline policies and practices that begin with prevention and rely on these key components first; a balanced goal for disciplinary actions that combines the safety of others in the school environment and skill-building resources for students that support their reintegration into a school setting

X. Cross System Collaboration and Community Partnerships
Policies and practices that encourage school personnel to collaborate to ensure trauma-informed approaches span all aspects of the school environment, including classrooms, health services, administration, school discipline and attendance, guidance, and extra-curricular programming, as well as with family and community partners

https://www.nctsn.org/sites/default/files/resources/fact-sheet/trauma_informed_schools_for_children_in_k-12_a_systems_framework.pdf

Evolutionary Lens

What do we tackle first?

What does applying an evolutionary lens mean?

Assess impact and room for improvement at each phase

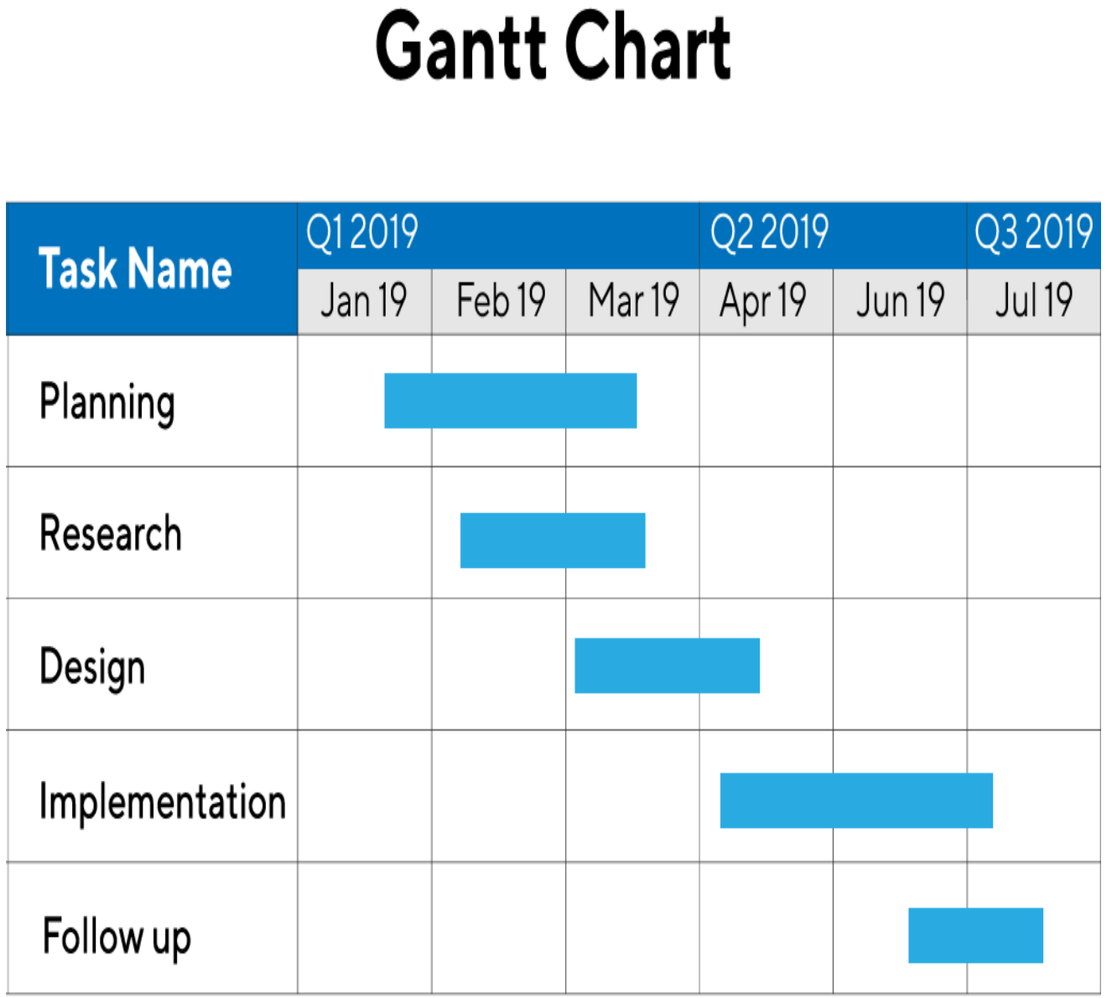


Table 1: Stages of Implementation & the Description of Activities Necessary to Implement Trauma-Informed Approaches in Schools at Tier 1

Stage	Description
Exploration	❖ Build knowledge ❖ Assess readiness ❖ Garner Staff and Community Buy-in ❖ Determine need
Installation	❖ Establish infrastructure ❖ Envision your trauma-informed approaches in school. ❖ Develop plan - identify framework and practices to organize your vision ❖ Create team to lead implementation efforts ❖ Train team, staff, and community in trauma-informed approaches
Initial Implementation	❖ Begin implementation ❖ Work out details ❖ Learn and improve ❖ Align and integrate with other practices (e.g., PBIS, restorative practices, social emotional learning, emergency planning) ❖ Ensure implementations of strategies across academics, assessment, behavioral supports, educator capacity, and family, caregiver, and community partnerships,
Full Implementation	❖ Evaluate impact ❖ Adjust to changing needs of the school community based on student population and types of trauma experienced ❖ Sustain systemic changes

One can control for outcomes

(By any means necessary)

But no one can control for both at the same time

One can control for process

(Healthy outcomes typically follow healthy processes)

Phase One

- Strengths, weaknesses, opportunities, and threats (SWOT) -
  - Understanding current school culture

- Establish a network of support and partnerships
  - District and school administration buy-in & resources, community-based providers and services, Parent and student participation and support, staff buy-in and commitment.
  - Seek funding if necessary (grants, research programs, district monies)

- Select evidenced-based social emotional learning curricula and programs/persons for trauma-informed training

Research, Network, Marketing

Phase Two

- Establish a “core champions” group and processes for group to follow for meetings, communication, roles/responsibilities, how to communicate out to school community and so on
- The core group selects relevant SEL programming and tiered Response to Intervention (Zones of Regulation, Restorative Justice, Peer processing support for teachers, promotion of self-care as school community value)
- Begin review of school policies and protocols for updating and revision based on trainings and best practice

Phase Three

- Implementation of SEL programming and Tiered Supports
- Trial phase for new discipline approaches and referral processes
- Setting expectations to practice for peer supports and self-care
- Establish outcome goals and identify metrics for measuring progress
- Begin school-wide trauma-informed trainings

Phase Four

- Circle back to partnerships, check-in and update school community at-large
- Conduct SWOT again, assess current practice in alignment to identified goals
- Establish feedback loops for on-going input and **continuous improvement**
- Assess impact and celebrate successes, engagement, and re-generate buy-in
- Do it again and again to sustain positive shift

Becoming a Trauma-Informed School

Awesome School

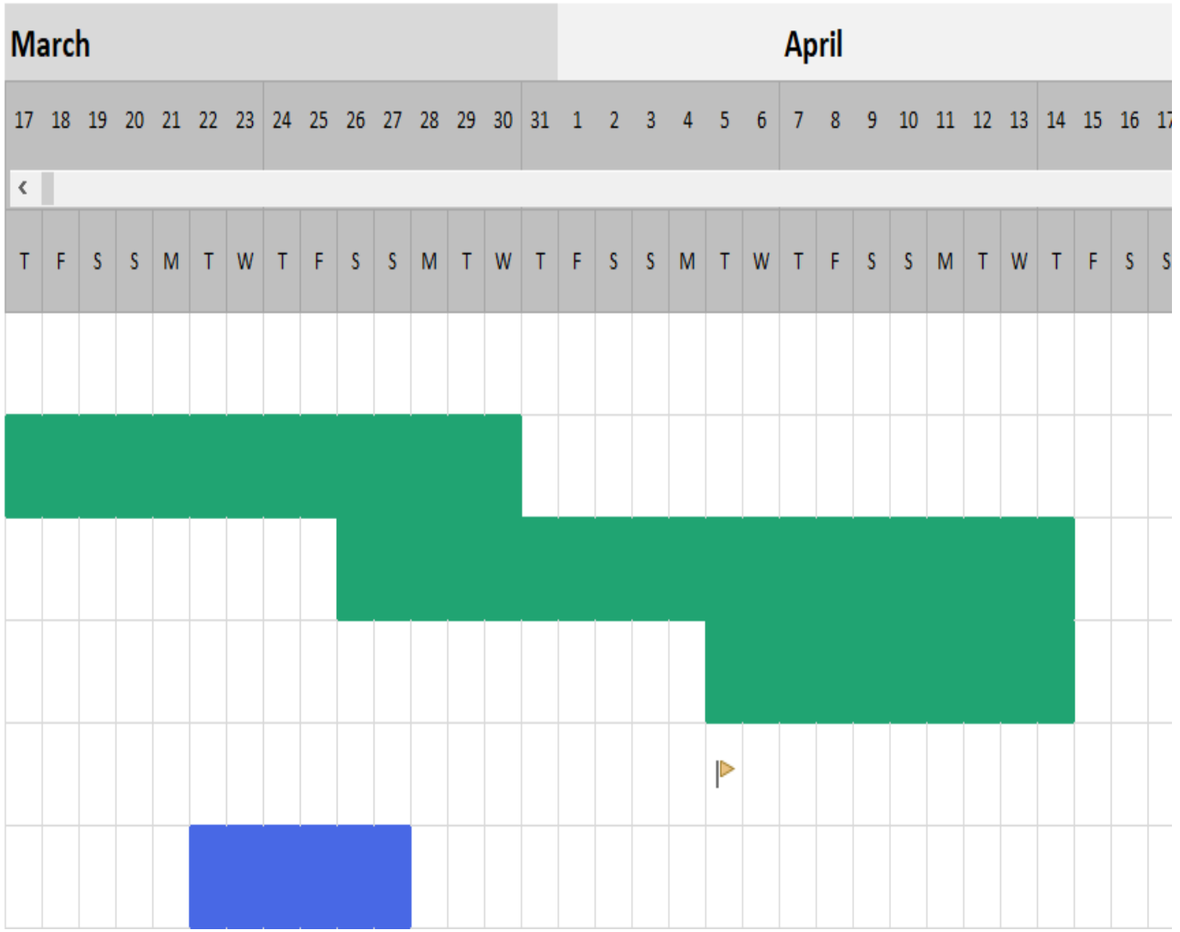
Principal

Project Start Date: 3/16/2022

Scrolling Increment: 1

Legend: On track | Low risk | Med risk | High risk | Unassigned

Milestone description	Category	Assigned to	Progress	Start	Days
Phase One					
Research Evidenced-Based Social-Emotional Learning Programs and Trauma-Informed Training	On Track	MH Practitioner	50%	3/16/2022	15
School Community assessment (SWOT), Identify needs and related goals	On Track	Principal		3/26/2022	20
Explore community support, partnerships and funding	On Track	Principal and Core Champ	25%	4/5/2022	10
Task 4	Milestone			4/5/2022	1
Task 5	Med Risk		10%	3/22/2022	6

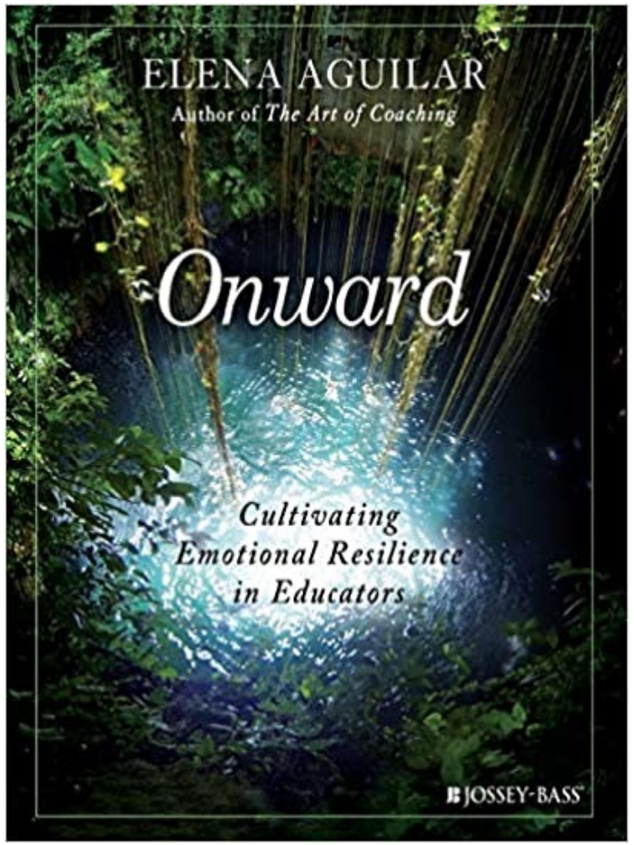


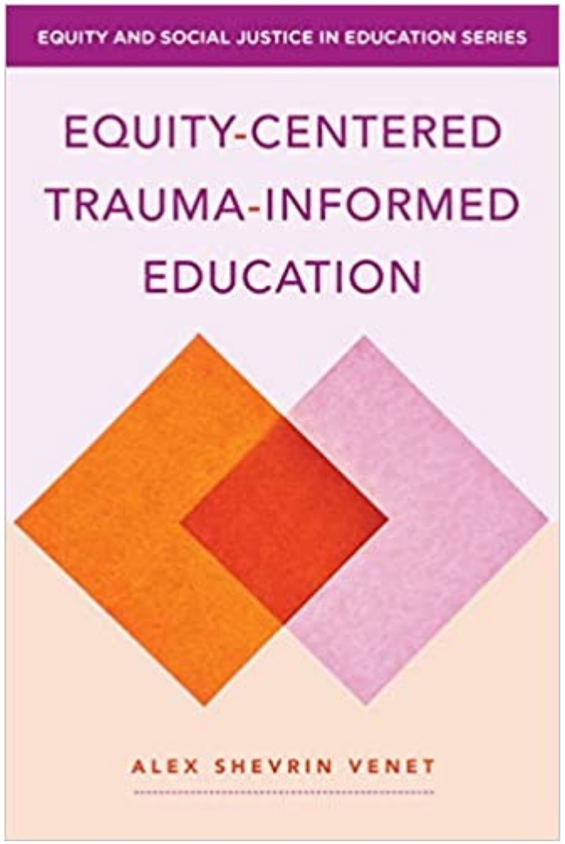
Resources for Planning

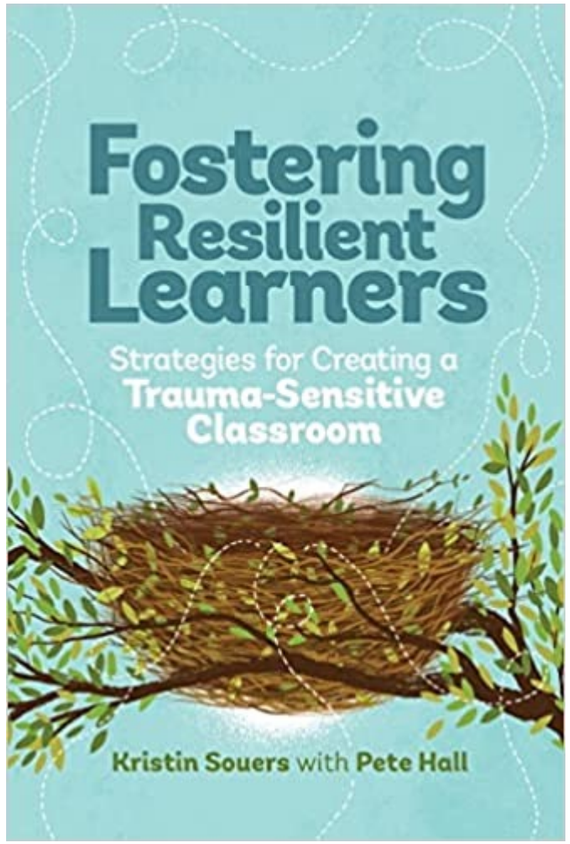
- https://traumaawareschools.org/interventions
- https://traumasensitiveschools.org/becoming-a-trauma-sensitive-school/
- https://safesupportivelearning.ed.gov/sites/default/files/Building%20TSS%20Handout%20Packet_ALL.pdf
- file:///C:/Users/Tford/Downloads/Trauma%20Sensitive%20Schools_%20Whole%20School%20Transformation.pdf
- https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools

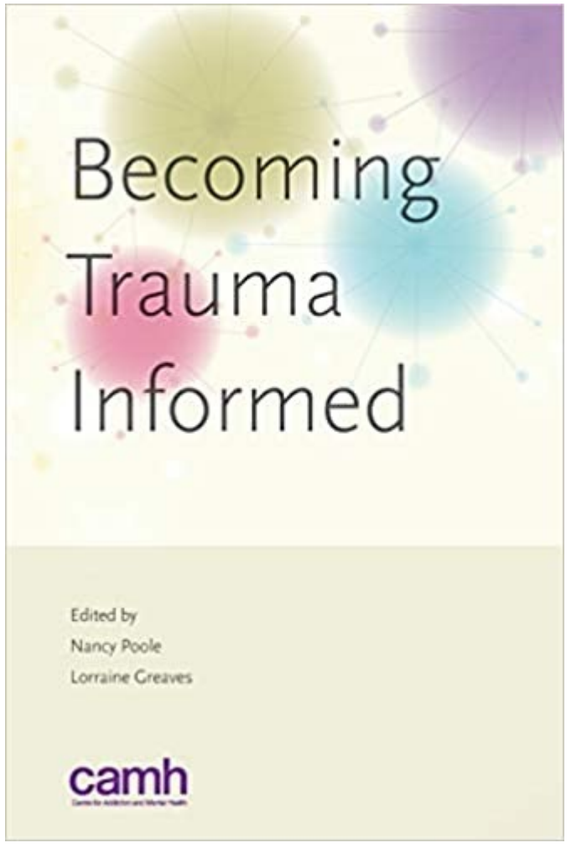
Resources for Planning

- Books for project leaders or school-wide









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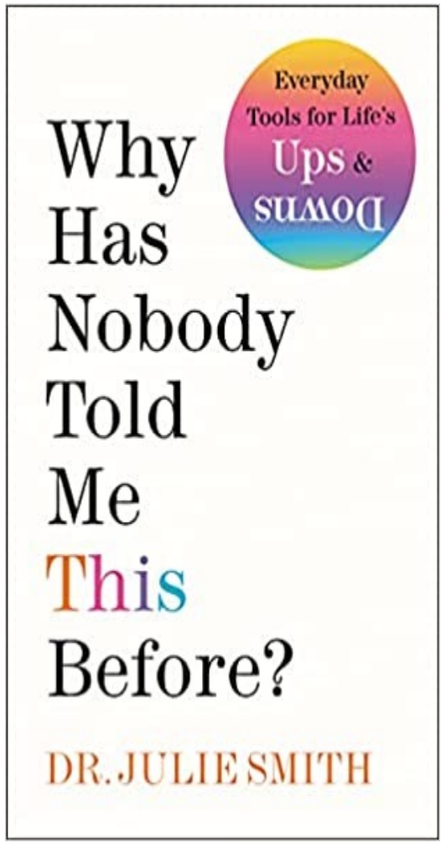
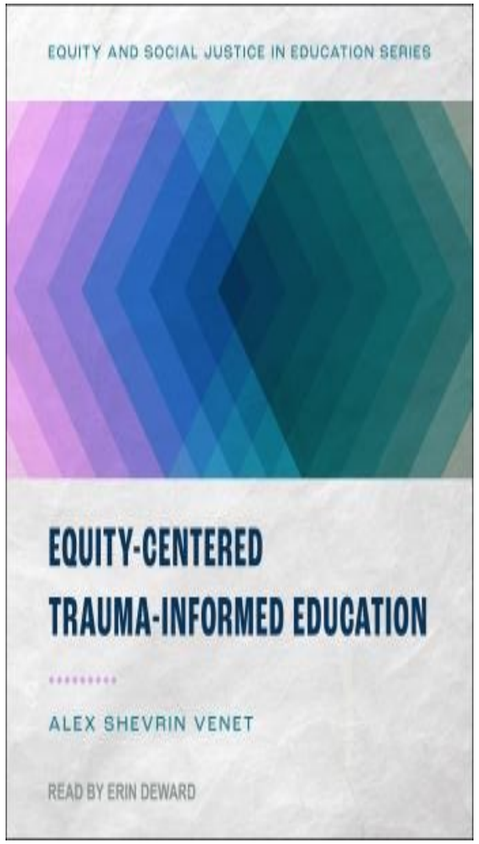
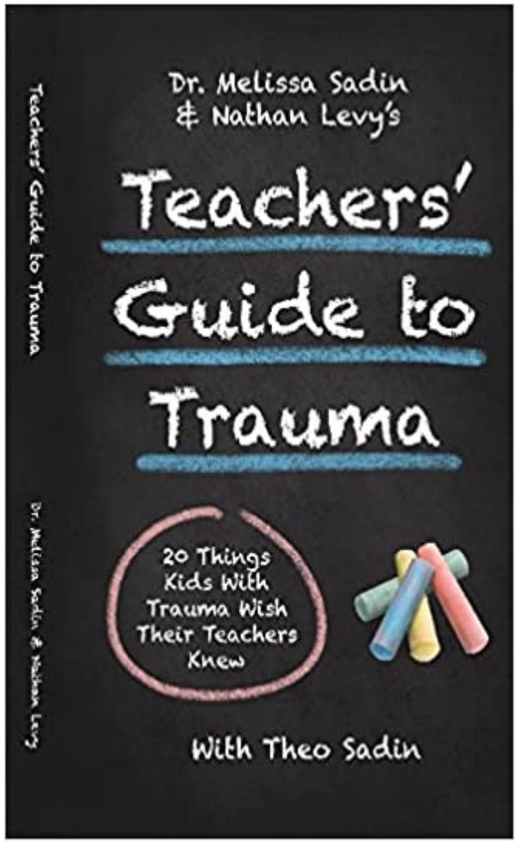
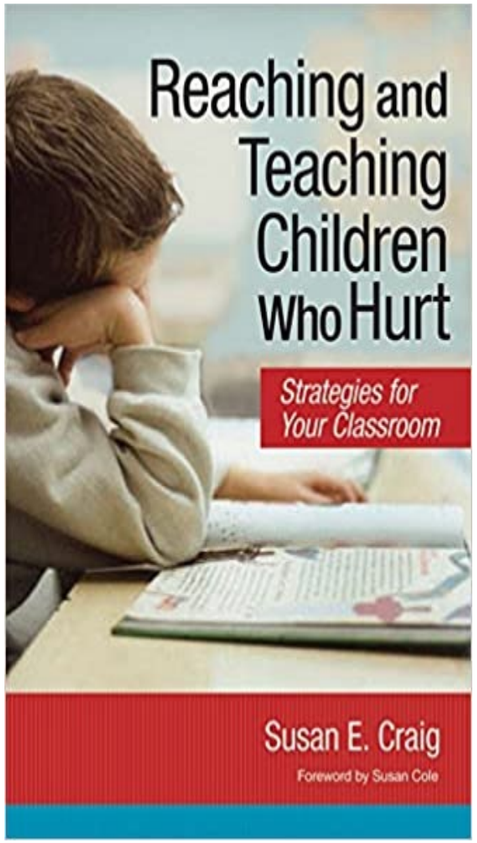




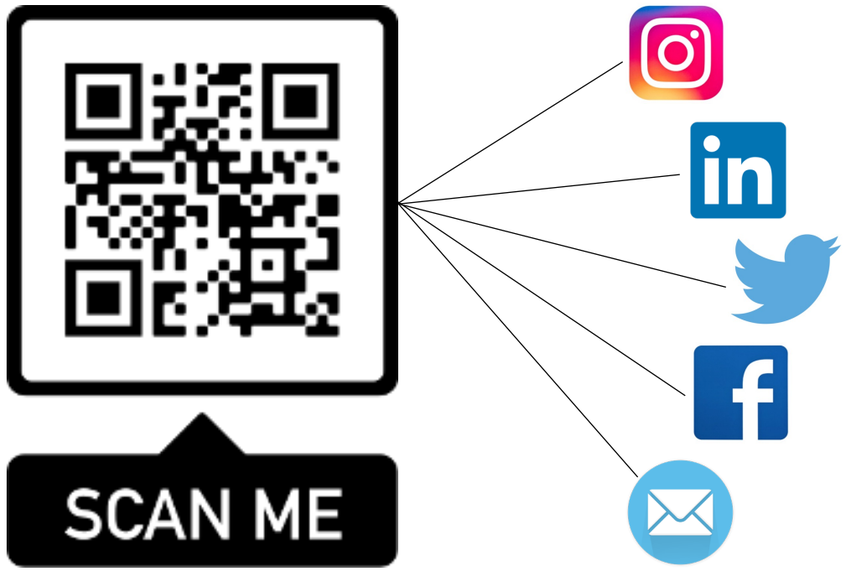




2 minutes
Breathe
Stretch
Use gratitude
Laugh
Use mindfulness
Doodle
Acknowledge one of your accomplishments
Say no to a new responsibility
Compliment yourself
Look out the window
Daydream
Share a favorite joke
Awareness of feelings
5 minutes
Listen to music
Chat with a co-worker
Sing out loud
Jot down dreams
Step outside for fresh air
Enjoy a healthy snack
Color
Make a cup of coffee/tea
Schedule wellness time for the week
Send a thank you card/email
Sit under a weighted blanket
10 minutes
Take a walk (inside/outside)
Write in a journal
Call a friend or family
Meditate
Tidy your work area
Eat lunch with a co-worker
Draw a picture
Dance
Evaluate your day
Listen to soothing sounds
Read a magazine
Have a cleansing cry
Do yoga poses

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!



Becoming a Trauma-Informed School

THANK YOU!

SAMHSA
Substance Abuse and Mental Health Services Administration

Mountain Plains (HHS Region 8)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration