Trauma-Sensitive School Movement

Healthy Students, Promising Futures

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National Council for Behavioral Health
Trauma-Sensitive Schools, LLC

Agenda

- An awareness of developmental trauma and its impact on life and learning.
- The prevalence of trauma
- The Trauma-Sensitive Schools movement nationally, at the state level and in districts
- Trauma-Sensitive Schools in a Multi-tiered system of support.
What is Trauma?

Definition (SAMHSA Experts 2012) includes three key elements

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as overwhelming or life-changing and that has profound effects on the individual’s psychological development or well-being, often involving a physiological, social, and/or spiritual impact.

Trauma & Brain Development

Adapted from Holt & Jordan, Ohio Dept. of Education
What does trauma do to beliefs?

- No one is safe
- No place is safe
- I am not worthy of being safe

Survival Mode Response

Inability to Respond, Learn or Process

State Dependent

We remember trauma less in words and more with our feelings and our bodies.
Adverse Childhood Experiences (ACE) Study

Adverse Childhood Experiences (ACEs) are very common

- 1 ACE: 24.9%
- 2 ACEs: 12.5%
- 3 ACEs: 6.9%
- 4 ACEs: 6.2%

ACEs are strong predictors of health risks & disease from adolescence to adulthood

*This combination of findings makes ACEs the leading determinant of the health & social well-being of our nation*

CDC

The ACEs Study

Mechanisms by which Adverse Childhood Experiences influence health and well-being throughout the lifespan
Why a Universal Understanding of Trauma is Imperative for Schools?

Prevalence of Trauma in Students

13 of every 30 students in a classroom will have toxic stress from 3 or more Adverse Childhood Experiences (ACEs)

Source: Washington State Family Policy Council
What's Going on Nationally

- Every Student Succeeds Act (ESSA)
- National Organizations—CASEL--https://casel.org/
  NCTSN--https://www.nctsn.org/
- National Council for Behavioral Health
  https://www.thenationalcouncil.org/BH365/category/trauma/

National Council for Behavioral Health & The Trauma-Sensitive Schools Learning Communities

- Collective knowledge
- Real world experiences
- Social networking
- Widespread practice improvement
- Common and unique concerns,
  challenges and needs

Seven Domains of Trauma-Sensitive Schools

Domain 1  Student Assessment
Domain 2  Student and Family Involvement
Domain 3  Trauma-Sensitive, Educated & Responsive District & School Staff
Domain 4  Trauma-Informed, Evidence-Based Best Practices
Domain 5  Safe and Secure Environment
Domain 6  Community Outreach and Partnership Building
Domain 7  Ongoing Performance Improvement
What’s Going on at the State Level

• Massachusetts:
  Massachusetts Advocates for Children – Trauma and Learning Policy Initiative
  https://traumasensitiveschools.org/about-us/

• Washington:
  State of Washington Superintendent’s Office – Compassionate Schools:
The Heart of Learning and Teaching
  http://www.k12.wa.us/compassionateschools/

• Massachusetts:
  Massachusetts Advocates for Children – Trauma and Learning Policy Initiative
  https://traumasensitiveschools.org/about-us/

• Washington:
  State of Washington Superintendent’s Office – Compassionate Schools:
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  http://www.k12.wa.us/compassionateschools/

• California:
  Healthy Environments and Response to Trauma in Schools (HEARTS) in San Francisco
  http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html

• Missouri:
  Trauma-Informed Schools Initiative, Administrative Trauma-Informed Schools Initiative. Retrieved @
  https://dese.mo.gov/traumainformed

• California:
  Healthy Environments and Response to Trauma in Schools (HEARTS) in San Francisco
  http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html

• Missouri:
  Trauma-Informed Schools Initiative, Administrative Trauma-Informed Schools Initiative. Retrieved @
  https://dese.mo.gov/traumainformed

• Alaska:
  Trauma Informed/Engaged School – Developing a Framework for Alaska. Retrieved @

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  Trauma Informed/Engaged School – Developing a Framework for Alaska. Retrieved @
What's Going on at the State Level

Wisconsin

- Wisconsin Trauma Project
- Office of Children’s Health
- Collective Impact
- Department of Public
- Instruction Mental
- Health/Trauma Sensitive
- School Initiative

WI DPI Trauma-Sensitive Learning

Modules Tier 1

1. Introduction to Trauma-
Sensitive Schools PD
2. Prevalence and Impact of
Trauma
3. Neuroscience
4. Self Care
5. Trauma Sensitive Schools
6. Trauma Sensitive Lens
7. Trauma Sensitive Environments
8. Social and Emotional Learning
   https://dpi.wi.gov/sspww/mental-health/trauma
9. Emotional and Physical
   Regulation
10. Relationship Building
11. Cognitive Problem Solving
12. Trauma Sensitive Behavioral
   Supports
13. School wide Discipline
14. Family-School Partnerships
15. TSSS Academic Supports
16. Disclosures & Confidentiality
17. Readiness for Tiers 2 & 3

Tier 2/3 Learning Modules

(coming soon to a website near you)

17. Applying the Trauma-Sensitive Lens
19. Compassion Resilience
20. Screening/Assessment
21. Academic Interventions
22. Emotional & Physical Regulation
23. Relationships
24. Cognitive and Behavioral Interventions
25. Person-Centered Planning
26. Trauma-Informed De-escalation
27. Systems Working Together—Collaboration with
   Community Partners
28. Family Partnerships
29. Tier Two-Three School Discipline
Trauma-Sensitive Districts/Schools/Programs

*a safe and respectful environment* that enable students to build caring relationships with adults and peers, self-regulate their emotions, behaviors and succeed academically, while supporting their physical health and well-being.

https://youtu.be/-47YuGoZW7s

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Trauma-Sensitive Schools Believe

1. Behavior is communication
2. Challenges are most often an expression of:
   - Unsolved problems
   - Lack of skills
   - Unmet needs
3. We are seeking an effective intervention, not an appropriate consequence

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Trauma Sensitive View of Students...

<table>
<thead>
<tr>
<th>Traditional View</th>
<th>Trauma Informed View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting out child</td>
<td>Emotionally dysregulated child</td>
</tr>
<tr>
<td>Anger management problems</td>
<td>Scared / fight, flight, freeze response</td>
</tr>
<tr>
<td>Willful and naughty</td>
<td>Adaptive patterns of behavior</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Seeking to get needs met</td>
</tr>
<tr>
<td>Uncontrollable</td>
<td>In need of skills to self-regulate</td>
</tr>
<tr>
<td>Off task/ not paying attention</td>
<td>Hypervigilant or dissociative adaptations</td>
</tr>
<tr>
<td>Pushing buttons</td>
<td>Negative template or worldview</td>
</tr>
<tr>
<td>In need of consequences to motivate</td>
<td>In need of effective intervention to heal</td>
</tr>
</tbody>
</table>
Trauma-Sensitive School Recognizes that Staff are Impacted by Trauma

A Trauma-Sensitive School Mitigates the Impact of Trauma and Builds Resilience Skills

Culture of Care

Addresses how we look at, and interact with, all students, families, and each other

Empathy is... seeing with the eyes of another, feeling with the heart of another, and thinking with the head of another.

https://youtu.be/1Evwgu369Jw
Using the MTSS Framework to Support the Learning of Students Affected by Trauma

Tier 1 – Universal trauma-sensitive strategies for all students
Tier 2 – Additional trauma-sensitive supports for students with milder symptoms of trauma or in high risk groups
Tier 3 – Intensive & ongoing trauma-sensitive interventions for students deeply impacted by trauma

*TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.
TIC values are from Fallot & Harris, Community Connections, www.ccdc1.org
Department of Public Instruction Trauma-Sensitive Schools Resource: http://sspw.dpi.wi.gov/sspw_mhtrauma

Developmental Framework of Trauma-Informed Care

Trauma-Informed
Trauma-Responsive
Trauma-Sensitive
Trauma-Aware

Universal Level Implementation

Missouri Model: A Developmental Framework for Trauma Informed, MO Dept. of Mental Health and Partners (2014)
Universal Professional Development

- One time trainings
- Book studies
- Online trainings
- Train the Trainers
- Building Trauma Champions
- Learning Communities

Educator Self Care

“Put on your own oxygen mask before assisting others.”

Randy Pausch, The Last Lecture
Trauma Sensitive Environment
Tier I/II/III

Physical Environment
- Lighting
- Signage
- Safe Spaces
- Accounts for triggers

Human Ecology
- Safe Relationships
- Physical Safety
- Academic Safety
- Social Safety
- Behavioral Safety

Instructional Strategies
- High Expectations
- Predictable routines

Willful Disobedience

<table>
<thead>
<tr>
<th>State (ID)</th>
<th>Cognitive</th>
<th>Emotional</th>
<th>Relational</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abstract</td>
<td>Joyous</td>
<td>Intimate</td>
<td>Optimal</td>
</tr>
<tr>
<td>2</td>
<td>Concrete</td>
<td>Balanced</td>
<td>Compassionate</td>
<td>Healthy</td>
</tr>
<tr>
<td>3</td>
<td>Rigid</td>
<td>Mixed</td>
<td>Social</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Reckless</td>
<td>Unbalanced</td>
<td>Nasty/Distant</td>
<td>Unhealthy</td>
</tr>
<tr>
<td>5</td>
<td>Irritant</td>
<td>Terrified</td>
<td>Merge/Disengaged</td>
<td>Destructive</td>
</tr>
</tbody>
</table>

School Culture Shifts
Practice Positive & Compassionate Discipline

- Acknowledgements are given within caring and compassionate relationships
- Students have a voice in their acknowledgements
- Focus on the Function of the Behavior
- Students are taught how to make amends and repair relationships
Use Alternatives to Suspension

- Work preventatively
- Teach skills
- Use abeyance practices
- Making Amends
- Restitution
- In-school services/suspensions

https://youtu.be/K6xRtNGpJLI

Build Developmentally Appropriate Relationships at Tier I/II/III

- Social and emotional learning
- Safety, predictability and consistency
- Relational wealth
- Relational buffering
- Intimacy barrier

Tier I/Universal Interventions and Supports

Teaching:
- Social and Emotional Skills
- Emotional Regulation
- Cognitive Skills
- Academic Skills

Collaboration:
- School Teams
- Families
- Community Partners/Providers
Tier I
Teaching and Supporting of Social and Emotional Learning

- Integrated into all learning activities
- Taught and practiced in every classroom
- Reinforced throughout the program in all school settings

Tier I/ Universal Trauma-Sensitive Strategies

Tier II/III Implementation
Tier II and III Interventions and Supports

Teaching:
• Social and Emotional Learning Skills
• Emotional Regulation
• Cognitive Skills
• Academic Skills

Collaboration:
• School Teams
• Families
• Community Providers

Intensity
Duration
Frequency

Teaching:
• Social and Emotional Learning Skills
• Emotional Regulation
• Cognitive Skills
• Academic Skills

Collaboration:
• School Teams
• Families
• Community Providers

Tier II/III Trauma-Sensitive Specific Interventions

• Increasing Supports
• School-Based Cognitive Behavioral Therapy
• Collaboration with Mental Health Therapists/Agencies/Centers

Positive Outcomes

• Decreased Office Visits
• Decreased Suspensions and Expulsions
• Increase in Student Learning as measured by Grades and Standardized Assessments
• Decrease in Attendance Issues
• Increase in Students and Staff saying they feel safe

http://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/policies/trauma-informed-schools
Resources


Wisconsin Department of Justice. AG Schimel Announces Details of $100M School Safety Grant Initiative. Apr 25 2018 retrieved @ https://www.doj.state.wi.us/news-releases/ag-schimel-announces-details-100m-school-safety-grant-initiative

Contact Information

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