

Trauma Informed Care

Facts, Programs, and Resources

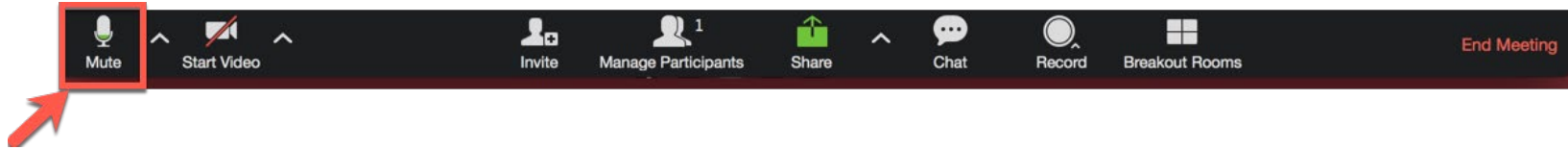


Today's Objectives

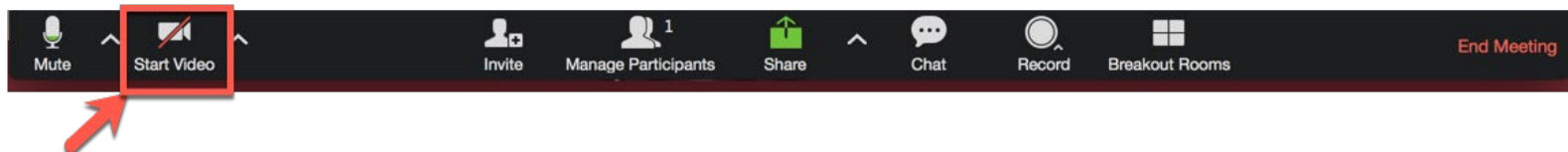
Learn:

1. How to ECHO
2. About school mental health professional roles
3. About Multi-Tiered Systems of Support
4. About trauma informed care

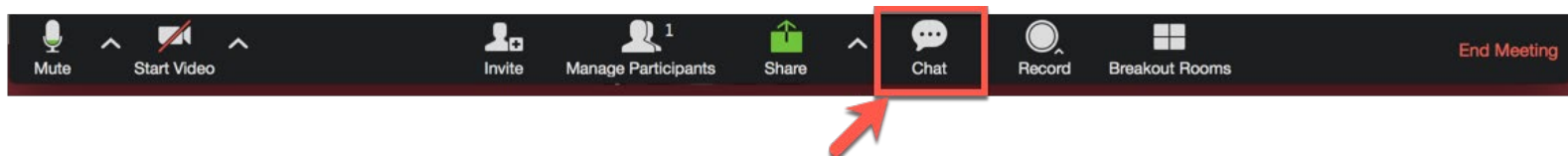
Mute yourself when not speaking with the microphone icon
If using phone for audio *6 can be used to mute



Video is on

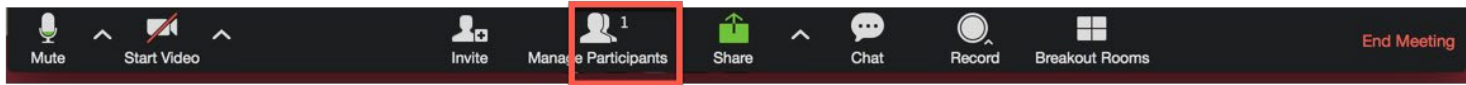


Chat function for comments and clarifying questions

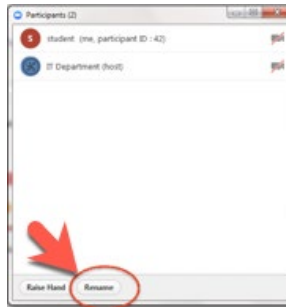


Rename Yourself – First Name, Last Initial, & Location (e.g., Sandy D, Trinidad)

1 Click on "Participants"



2 Click on "Rename"



3 Enter the new name in the "New Screen Name" field and click "OK"

Friendly Reminders

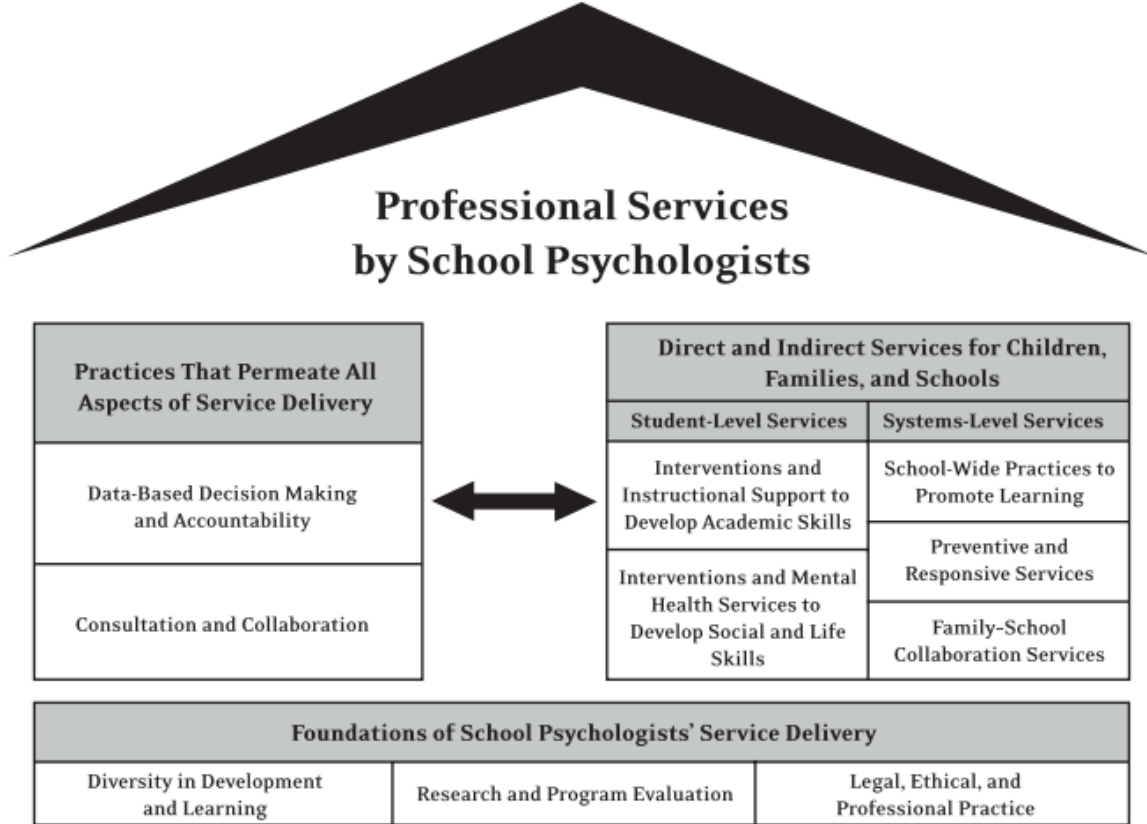
Meeting Expectations

- Be in a private, quiet room with minimal distractions
- Turn your video on
- Mute yourself when you are not speaking

Group Norms

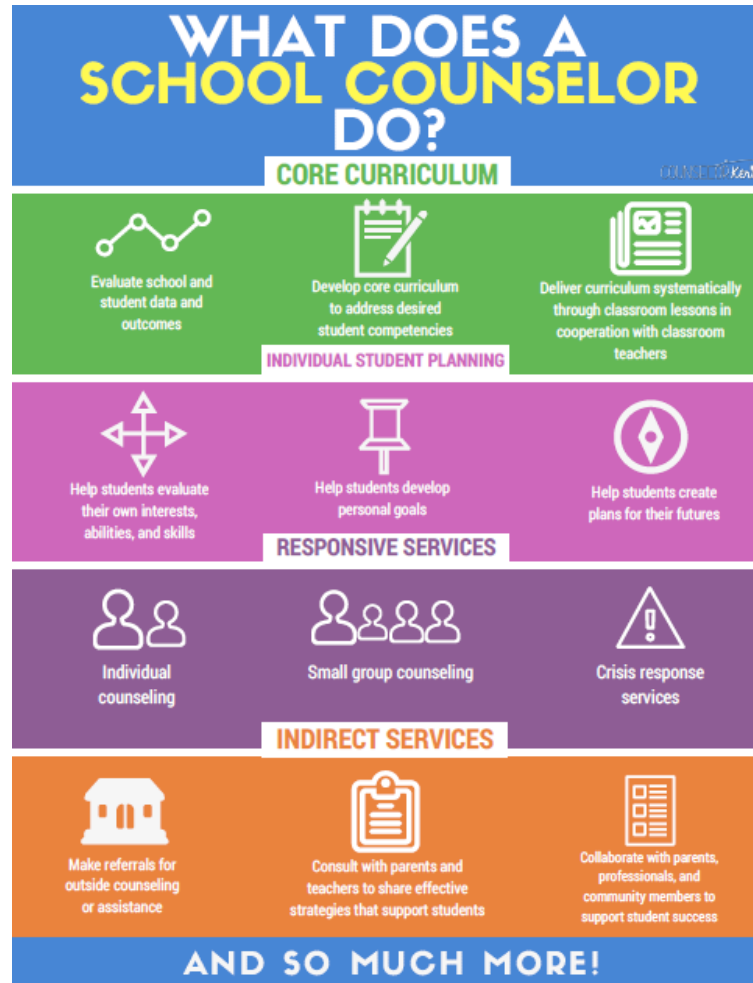
- Be present and participate
- Ask questions and share ideas
- Be respectful
- Enjoy learning together

Figure 1. Model of comprehensive and integrated school psychological services.



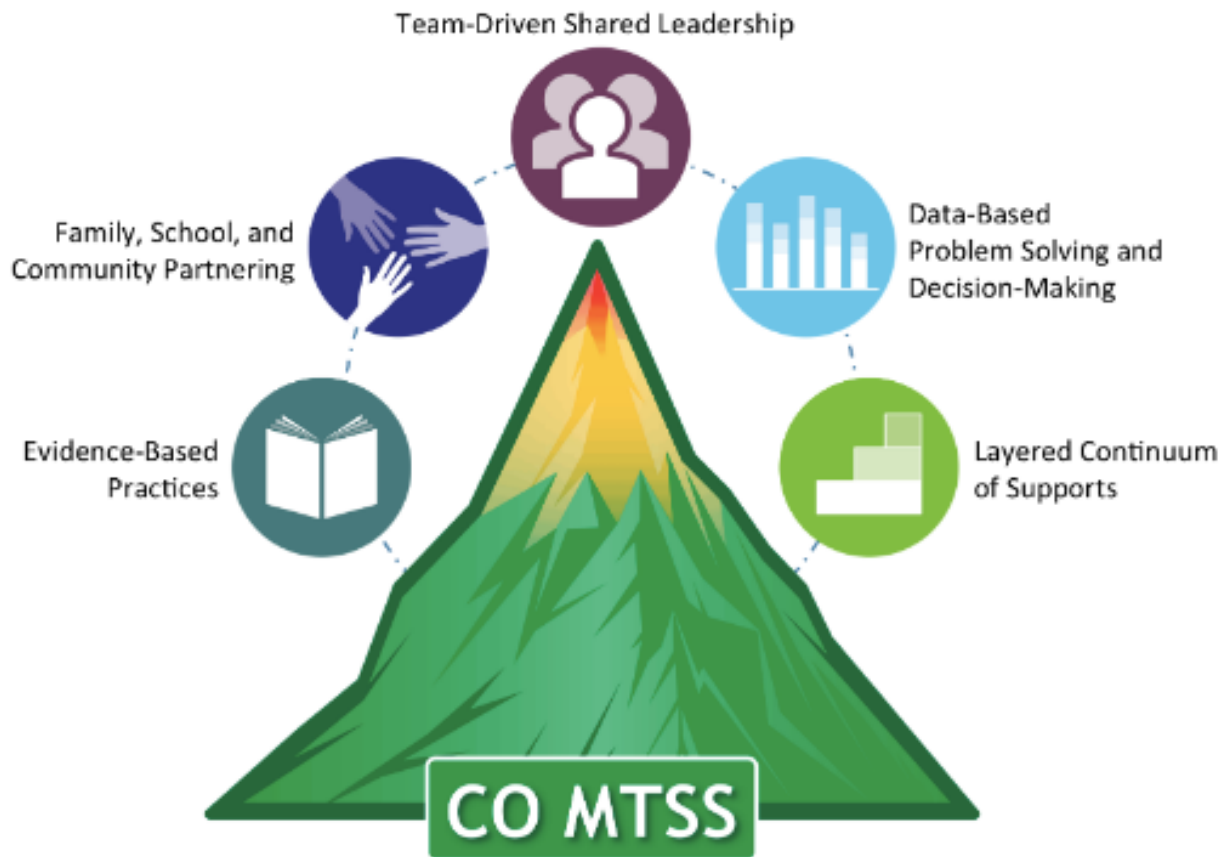
National
Association for
School
Psychologists
(NASP) National
Model

What is the role of a school counselor?



Multi-Tiered System of Supports (MTSS)

- In Colorado, MTSS is defined as:
A prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.



Questions/Comments?



Topic of the Day

Trauma-Informed Care

Trauma Informed Care and Practices

Why should schools be trauma informed?

What does trauma informed look like in a school and what strategies work?



**MENTAL HEALTH
COLORADO**



Objectives

1. Participants will be able to describe the prevalence of childhood trauma nationally and in Colorado and understand who is at greatest risk of experiencing trauma.
2. Participants will understand what trauma looks like in the brain and in behavior in the school setting and will be able to list evidence-based or supported practices across all three MTSS tiers.
3. Participants will become familiar with resources for online and in-person training and additional learning about trauma informed approaches in schools.

Childhood Trauma

Childhood trauma is any experience of external events or events that are traumatic to the individual.¹

- One half - two thirds of children have experienced 1 traumatic event by age 16.²
- 1 in 10 Colorado children under 6 have already been exposed to two or more ACEs.³
- 1 in 5 Colorado children under 18 have been exposed to two or more ACEs.⁴

Which children are most at risk?



RURAL⁵



BLACK AND HISPANIC
CHILDREN⁶



LGBTQ⁷

Individual, family and community risk factors⁸

Individual

- Parental beliefs, expectations, abilities, and deficiencies



Family

- Social isolation, stress, disorganization

Community

- Concentrated neighborhood disadvantage

Trauma informed approach in schools⁹



School paradigm shift from

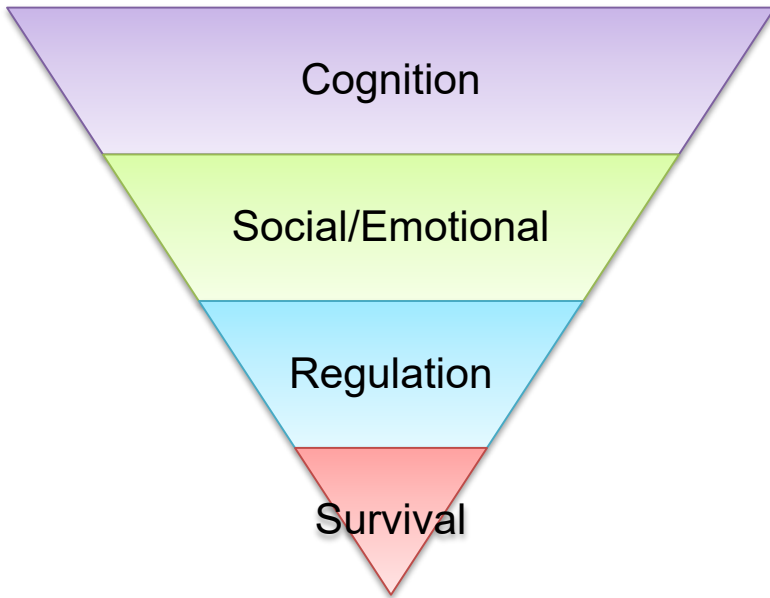
“What happened to you?” ... not

“What’s wrong with you?”

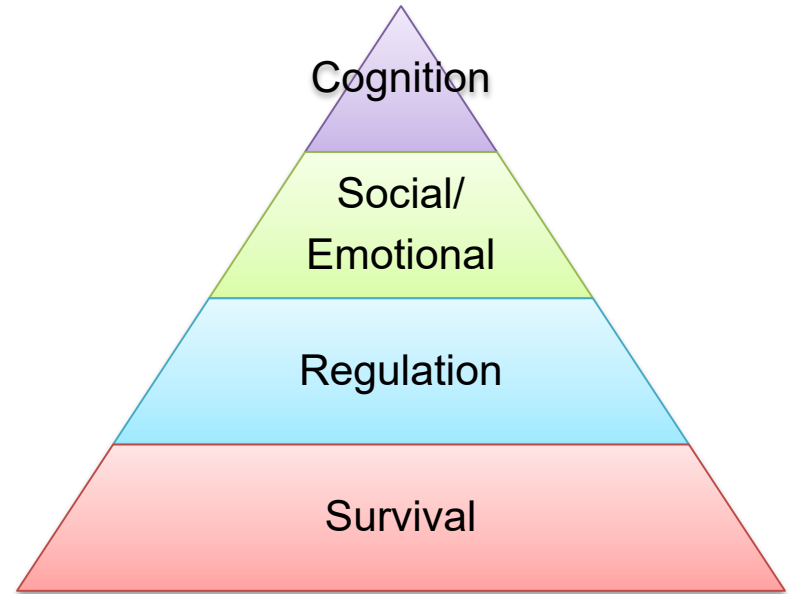
Relationship is paramount and avoid
retraumatizing

Trauma and Brain Development

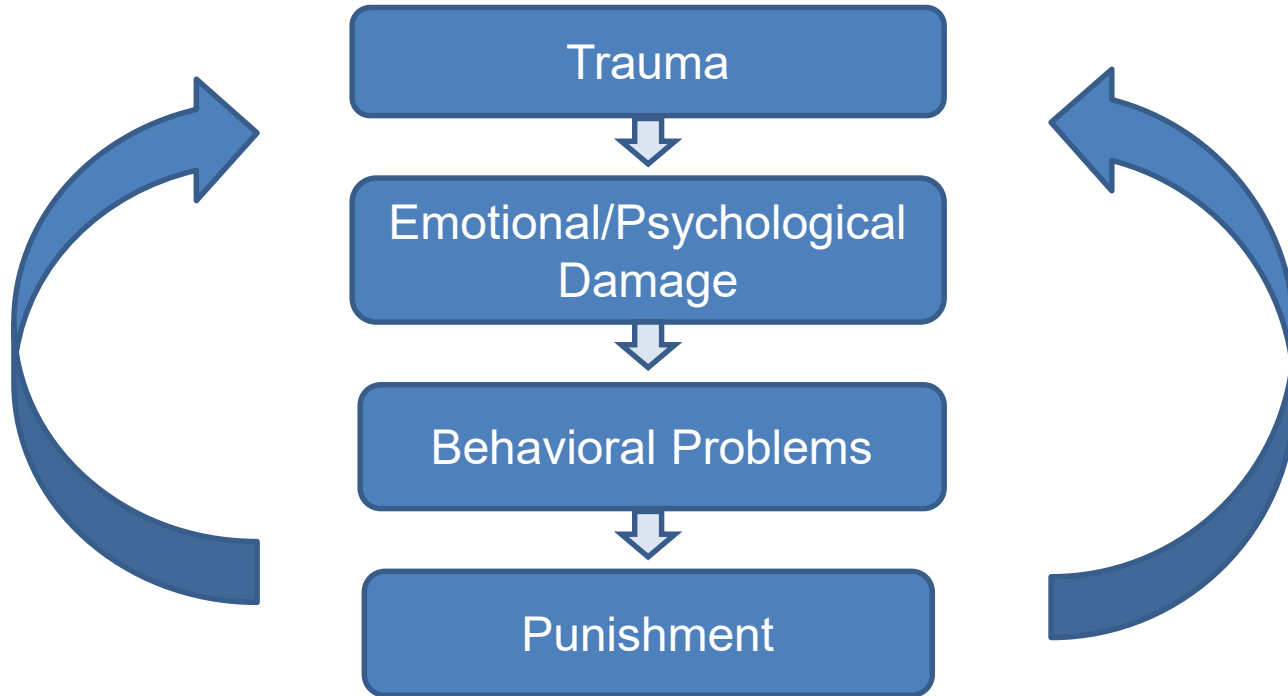
Typical Development



Developmental Trauma



Cycle of Trauma¹⁰



What does trauma sensitive mean in practice?



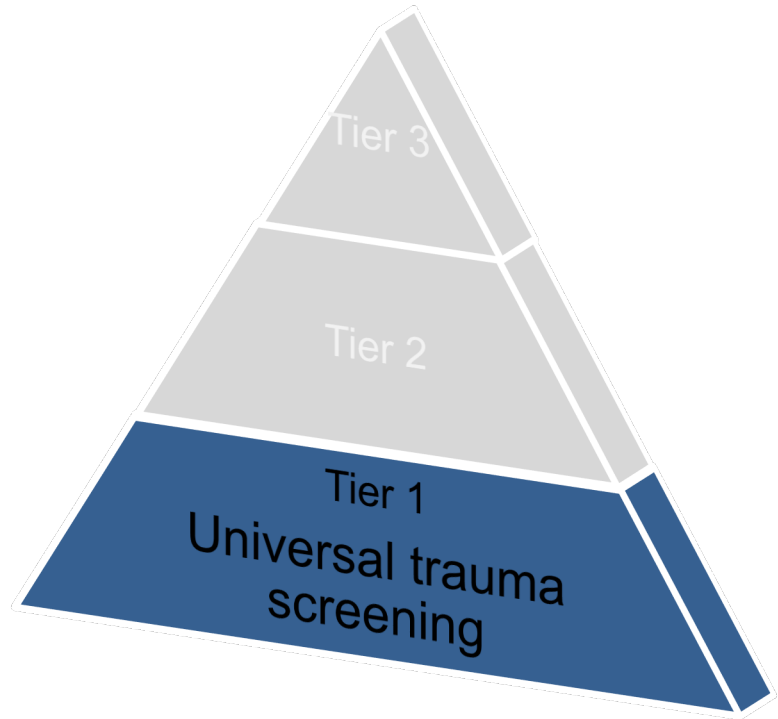
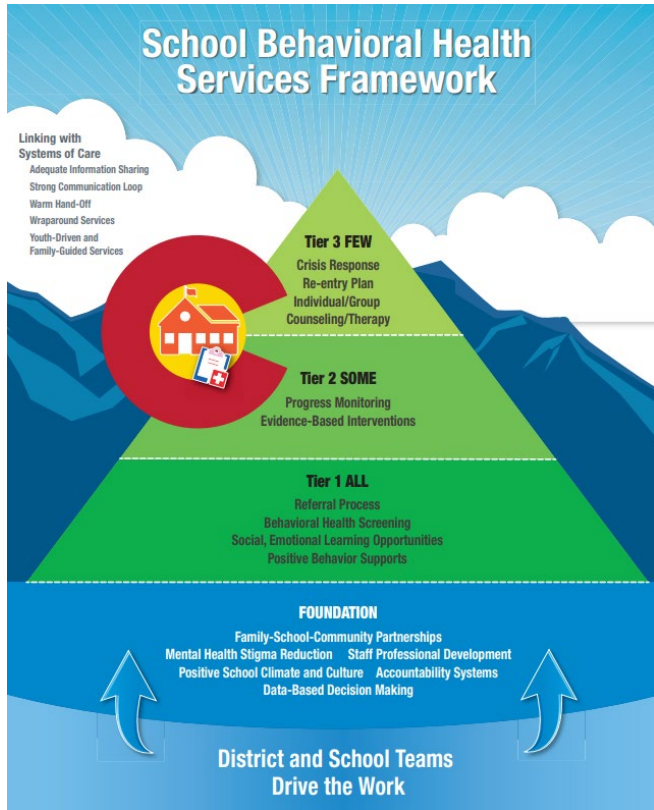
Mr. Smith explained that the exercise of post-it notes changed his relationship with his students and made them feel more connected. It improved the classroom dynamic and re-engaged students in learning. “It was a great investment of time that continues to pay dividends.”¹¹

12 Core Concepts

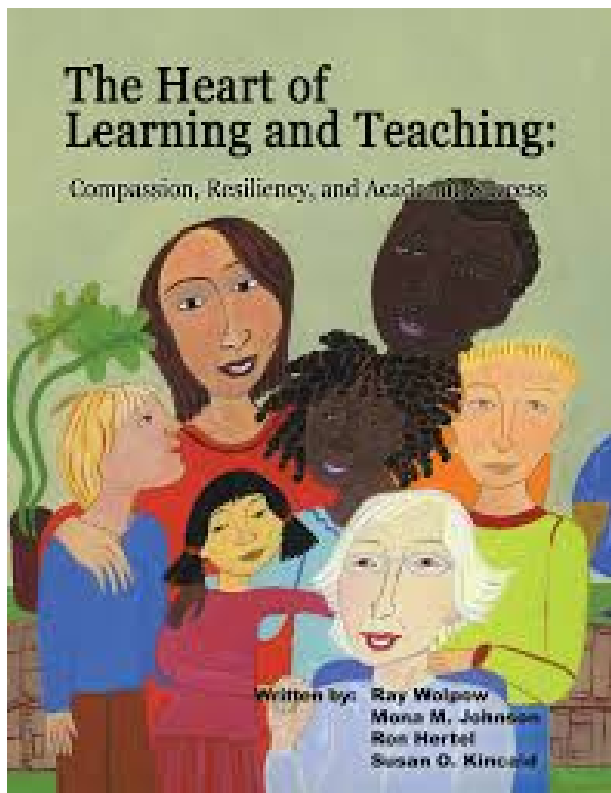
According to the Treatment and Services Adaptation Center there are 12 Core Concepts to understand childhood trauma and its context in schools.¹² 4 are important to highlight:

- Trauma-generated behaviors are complex but can be understood and addressed
- A positive teacher-student relationship takes more time investment
- Student-teacher trust must be established
- Working with trauma-exposed children can evoke distress in school staff

Colorado Framework for School Behavioral Health Services¹³



Washington State



6 guiding principles¹⁴

- Always empower, never disempower
- Provide unconditional positive regard
- Maintain high and consistent expectations
- Check assumptions and come from a place of curiosity
- Be a relationship coach
- Provide opportunities for positive participation

Washington State Compassion Schools Initiative: 53 trauma informed practices¹⁵

 Posting daily schedules

 Calm down space

 Grounding the start of each class in a 1 minute mindfulness activity

 Journal writing

 Music

 Inform students of change

Transform school discipline

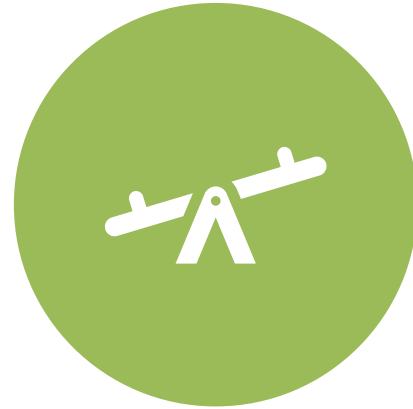


- 1st avoid expulsion
- Use and implement PBIS
- Approach discipline with the assumption that children are doing the best that they can
- Train staff – redirection and de-escalation
- Avoid “criminalizing”

Tier 1 evidence supported programs, cont.

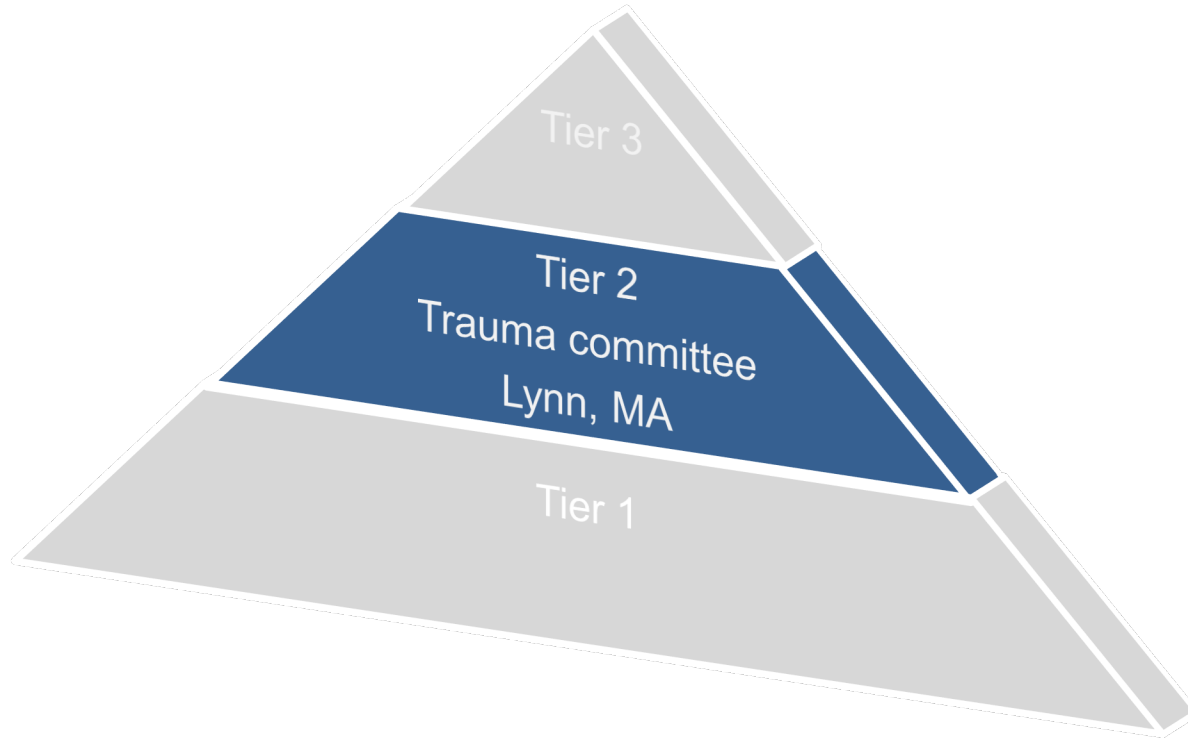


SANCTUARY MODEL¹⁶

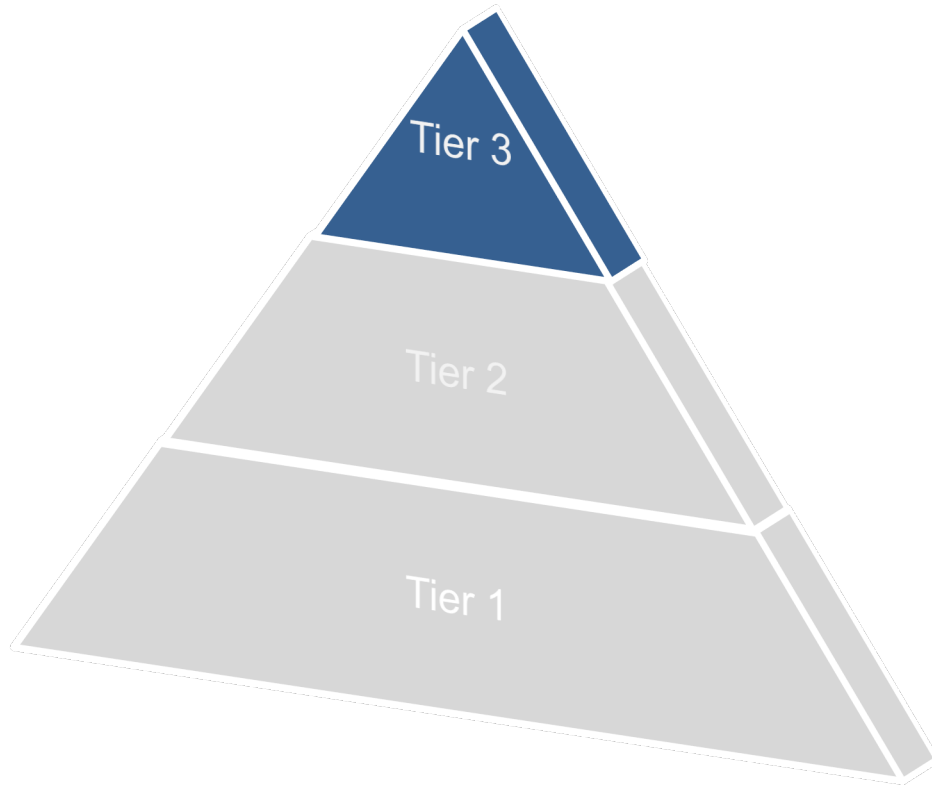


MASSACHUSETTS
“FLEXIBLE FRAMEWORK”¹⁷

Tier 2: supports for some¹⁸



Tier 3 trauma-based interventions¹⁹



- Cognitive Behavioral Intervention for Trauma in Schools
- Support for Students Exposed to Trauma
- Psychological First Aid: LPC
- Accommodations and 504s
- Vicarious trauma awareness and action planning

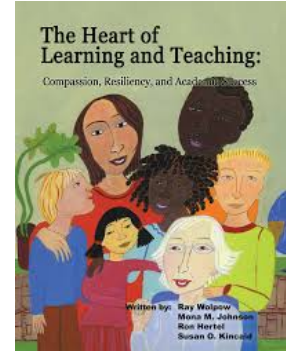
Online national and Colorado specific training resources

Many of these resources were compiled by the [Colorado's School Safety Resource Center](#) in the Department of Public Safety²⁰

- [Adverse Childhood Experiences Study](#)
 - Assesses associations between childhood maltreatment and later-life health and well-being.
- [COACT Colorado](#)
 - Offers free clinical consultation to any mental health professional working with children who have experienced trauma.
- [CBITS E-Book](#)
- [National Child Traumatic Stress Network](#)
 - Offers a variety of online training modules, handouts and videos specific to trauma informed care in schools
 - [Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#)
 - [Psychological First Aid for Schools](#)
 - [Child Trauma Toolkit for Educators](#)
 - [Secondary Traumatic Stress Resources](#)

Online national and Colorado specific training resources

- [The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success](#)
- [Trauma and Learning Policy Initiative](#)
 - Helping Traumatized Children Learning
 - Online training video modules
 - Learning community
- [Resilient Futures](#)
- [Treatment and Services Adaptation Center](#)
 - Promotes trauma-informed school systems that provide prevention and early intervention strategies to create supportive and nurturing school environments.
 - CBITS, SSET, PFA



Summary



- Childhood trauma is prevalent in Colorado
- Trauma is expressed in some form of problematic behavior at school
- Relationships must be developed and built on trust and safety
- Interventions can occur at all 3 levels
- Many no-cost strategies to create consistency and safety for all students
- Professional development is fundamental to change

Questions/Suggestions?



Case Study Sign Up

- A case study is a real-life challenge you are experiencing as a rural school mental health professional.
- We have created a safe and supportive place for you to bring your most challenging cases to a group of peers while ensuring anonymity of those involved.
- We will collaborate together around how you might work through your particular challenge.
- To sign up visit: www.signupgenius.com/go/805084ba4a823a0f85-echodu

Pre-Survey Completion

- We are hoping for a 100% response rate.
- You will receive an email in an hour encouraging you to complete the pre-survey. Please complete it before next week's session.
- Thank you to those that have completed the survey.



CENTER FOR RURAL SCHOOL HEALTH & EDUCATION



THANK YOU