WELCOME

Administrator and Support Personnel Strand

The Power of Collaboration in Providing Trauma-Informed Student Supports

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Be the Transformation

HS-PBIS SYMPOSIUM

during these transformative times

WINTER Session
January 14, 2021

Contextual Influences

Key Foundational Systems

Core Features of Implementation

Key Focus Areas
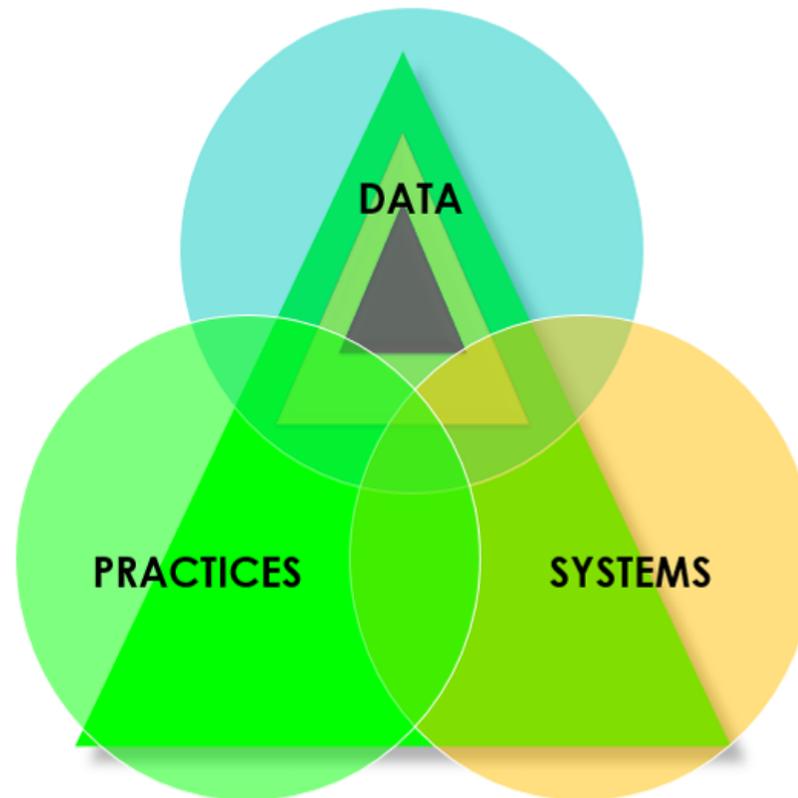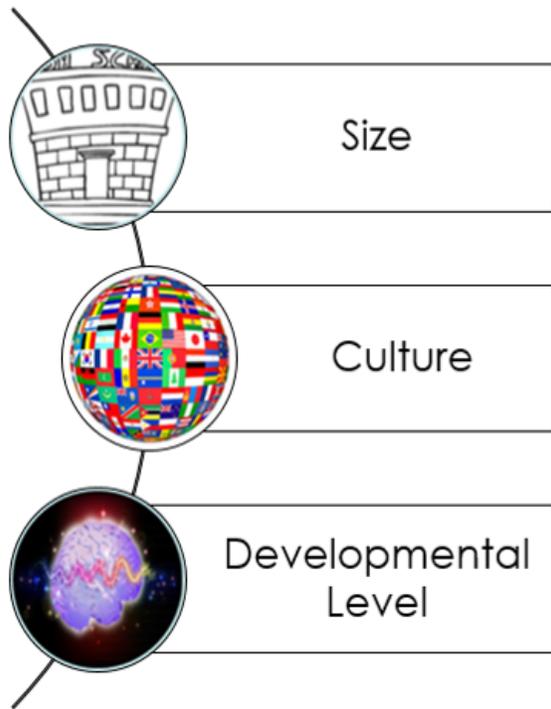
Flannery and Kato, 2012

For Your Consideration

Agenda

- Overview and definition of trauma and trauma-informed
- PBIS and trauma-informed alignment
- Collaboration within trauma-informed PBIS
- Action planning tools

The "Why"

- The first step is to articulate why being trauma-informed is important for addressing the priorities in your school
  - Why is being trauma-informed important to you individually?
  - Why is being trauma-informed important to you as a
 - school community?

(Cole et al., 2013)

Defining Trauma

- Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being

(SAMHSA, 2014)

Defining Trauma

Event(s) occurs
-single or repeated
-actual or threat

→
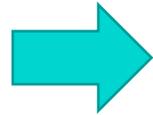
Experience of Events
-determines if event is traumatic
-culture, social supports, predispositions
-predictability, duration, intensity

→
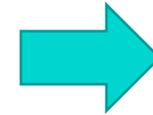
Effect
-short/long term
-immediate/ delayed
-behavioral, physical, psychological, neurobiological

(SAMHSA, 2014)

ABUSE
- Physical
- Emotional
- Sexual

NEGLECT
- Physical
- Emotional

HOUSEHOLD DYSFUNCTION
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce

(Robert Wood Johnson Foundation;
Center for Disease Control and Prevention)

Impact of Childhood Trauma

Cognition
- Impaired readiness to learn
- Difficulty problem-solving
- Language delays
- Problems with concentration
- Poor academic achievement

Brain development
- Smaller brain size
- Less efficient processing
- Impaired stress response
- Changes in gene expression

Physical health
- Sleep disorders
- Eating disorders
- Poor immune system functioning
- Cardiovascular disease
- Shorter life span

Behavior
- Poor self-regulation
- Social withdrawal
- Aggression
- Poor impulse control
- Risk-taking/illegal activity
- Sexual acting out
- Adolescent pregnancy
- Drug and alcohol misuse

Emotions
- Difficulty controlling emotions
- Trouble recognizing emotions
- Limited coping skills
- Increased sensitivity to stress
- Shame and guilt
- Excessive worry, hopelessness
- Feelings of helplessness/lack of self-efficacy

Mental health
- Depression
- Anxiety
- Negative self-image/low self-esteem
- Posttraumatic Stress Disorder (PTSD)
- Suicidality

Relationships
- Attachment problems/disorders
- Poor understanding of social interactions
- Difficulty forming relationships with peers
- Problems in romantic relationships
- Intergenerational cycles of abuse and neglect

Impact of Childhood Trauma

(Bartlett & Steber, 2019)

Impact of Trauma

- Unaddressed trauma significantly increases the risk of mental and substance use disorders and chronic physical diseases

→ Harsh discipline practices in schools can can be trauma inducing or re-traumatizing

- **People overcome traumatic experiences with trauma-informed supports**

(SAMHSA, 2014)

Defining Trauma-Informed

A trauma-informed system:

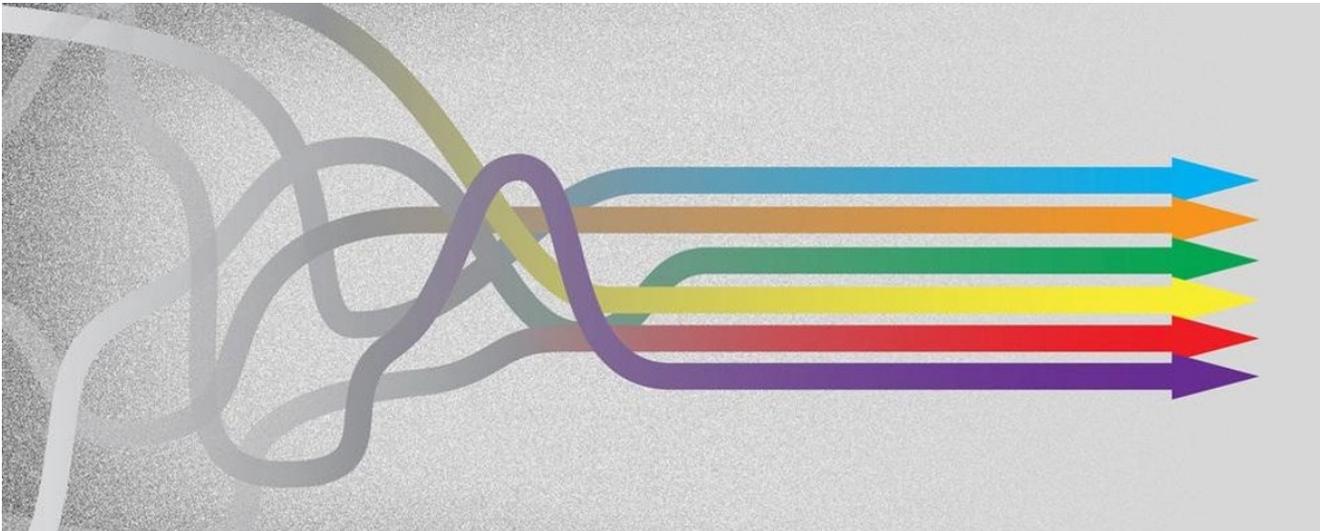| **Realizes**	**Recognizes**	**Responds**	**Resists**
the widespread impact of trauma and understands potential paths for recovery	the signs and symptoms of trauma in students, families, staff, and others involved with the system	by fully integrating knowledge about trauma into policies, procedures, and practices	re-traumatization

(SAMHSA, 2014)

Core Features of Trauma-Informed Supports

- **Shared understanding** of how trauma impacts learning
- **Shared responsibility** for every student
- Physical, emotional, social, academical **safety**
- Address needs **holistically** (academic. competence, relationships, self reg.)
- Students, parents, caregivers are explicitly **connected** to school community
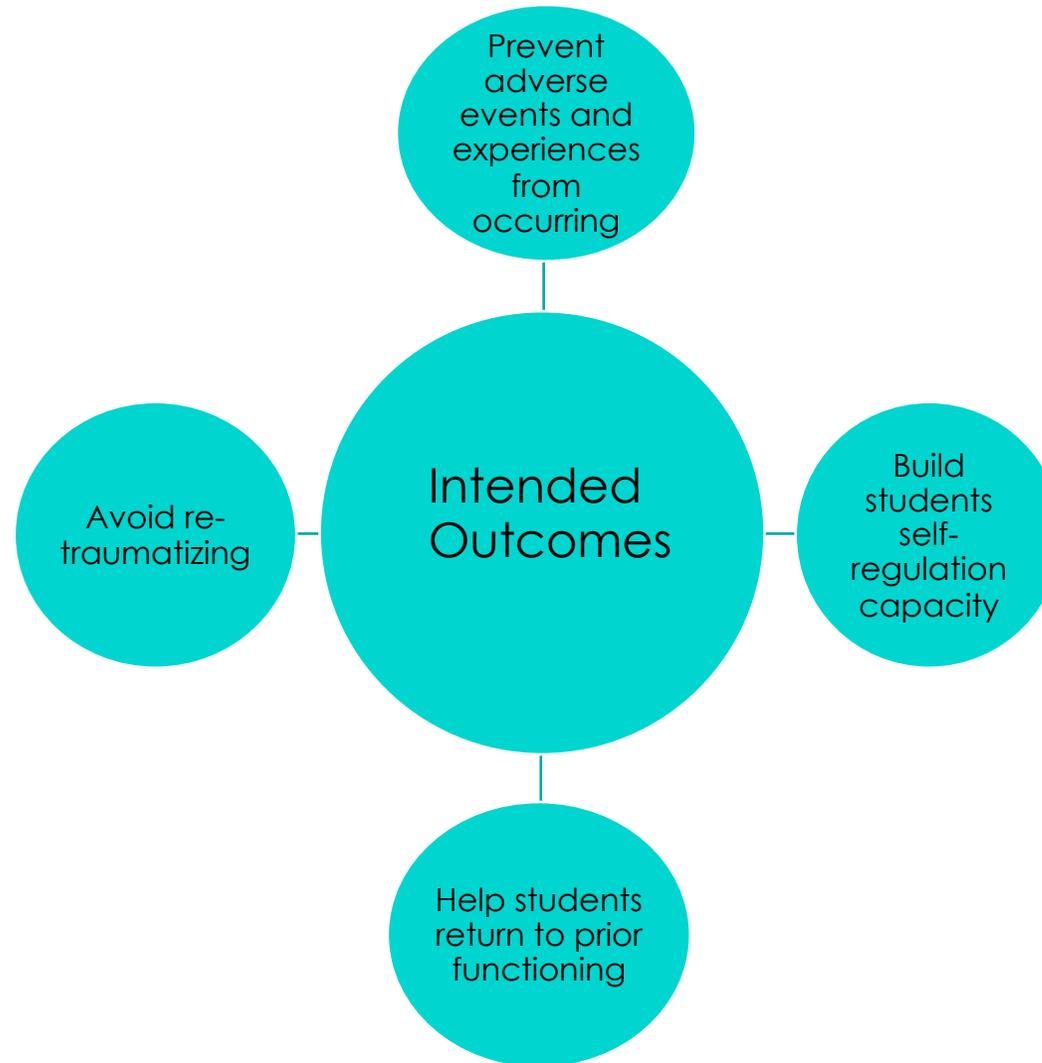
(Cole et al., 2013)

PBIS and Trauma-Informed Alignment

- Interventions delivered in isolation of relevant systems may lack sufficient buy-in

- Without shared understanding of the problem being targeted, tensions can arise when schools attempt to integrate mental health programs into educational environment


(Chafouleas, 2016)

PBIS and Trauma-Informed Alignment

Intended Outcomes

Prevent adverse events and experiences from occurring

Build students self-regulation capacity

Avoid re-traumatizing

Help students return to prior functioning

(SAMHSA, 2014)

Trauma-Informed MTSS Core Features

MTSS Core Feature	Trauma Enhancement
Teams	Do district and school-based teams include an individual who has knowledge, expertise, and the ability to provide coaching/support about the impact of trauma?
Use of data	Do all staff know what data sources to use to determine which trauma-informed interventions are needed at which tier (i.e., all, some, few)? Is community data and student and family perception data used to provide cultural context?
Ensuring early access	Does the team use a formal screening process to identify children and youth needing additional support? Does the team review community/neighborhood data to determine the magnitude of needs?
A formal process for selecting interventions	Does the team use a formal process to select trauma-informed evidence-based practices, and determine if they can be implemented effectively?
Measuring fidelity and outcomes	When trauma-informed practices are added to the menu of available supports, does the team use the progress monitoring system to inform fidelity, effectiveness, and to guide improvement to implementation?
On-going professional development and coaching	Does the District MTSS professional development plan include opportunities for all staff to learn about trauma, it's impact on youth, and the evidence-based practices that will be integrated across tiers? What types of supports are available for staff who have experienced trauma or are experiencing secondary trauma?

(Eber et al., 2020)

Trauma-Informed Supports Across Tiers
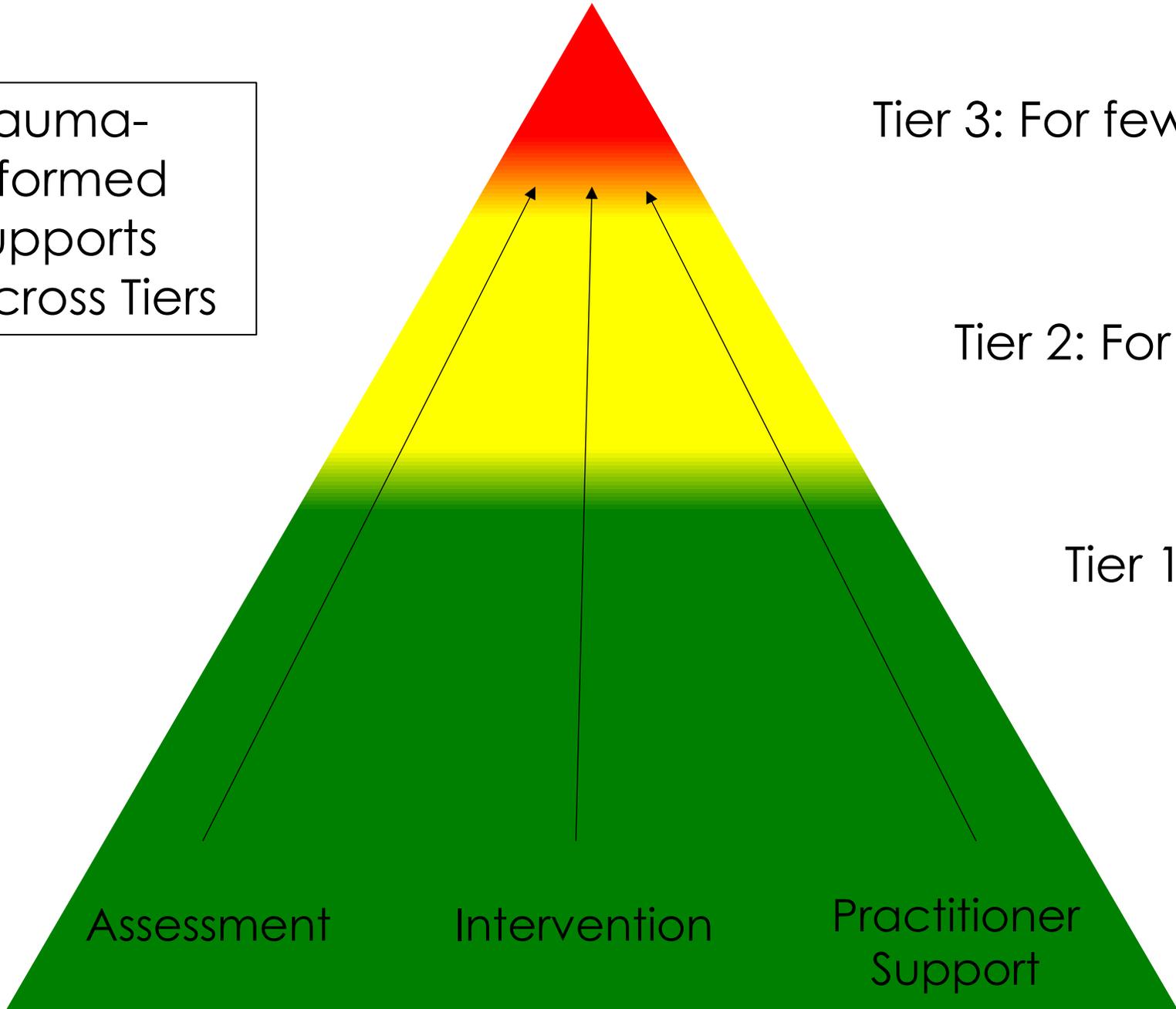
Tier 3: For few students

Tier 2: For some students

Tier 1: For all students

Assessment   Intervention   Practitioner Support

(Adapted from Reinbergs & Fefer, 2018)

Tier 1 For All Students

Assessment

-School based indicators with trauma informed lens (attendance, discipline, academic)

-Universal screeners

-Student and family perspective and voice (Leverson et al., 2019)

Intervention

-SWPBIS

-Social emotional learning curriculum

-Psych. First Aid in Schools (Brymer et al., 2012)

Practitioner Support

-Attitudes Related to Trauma-Informed Care (Baker et al., 2016)

-Child Trauma Toolkit for Educators (NCTSN, 2008)

-Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals (NCTSN, 2011)

(Adapted from Reinbergs & Fefer, 2018)

Tier 2 For Some Students

Assessment
- School based indicators with trauma informed lens (attendance, discipline, academic)
- Universal screeners
- Student and family perspective and voice (Leverson et al., 2019)
- Efficient functional behavior assessment (FACTS; Anderson & Borgmeier, 2007)

Intervention
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS; Jaycox et al., 2018)
- Social emotional skills curriculum adapted to small group
- Check In Check Out

Practitioner Support
- Consultation with trauma and mental health professionals
- National Child Traumatic Stress Network free online PD

(Adapted from Reinbergs & Fefer, 2018)

Tier 3 For Few Students

Assessment

Examples:

-UCLA PTSD Reaction Index (Steinberg et al., 2004)

-The Clinician-Administered PTSD Scale (Pynoos et al., 2015)

-Child PTSD Symptom Scale (Foa et al., 2001)

-Functional behavior assessment

Intervention

-Trauma focused cognitive behavioral therapy

Practitioner Support

-Counseling

-Professional quality of life (Stamm, 2010)

(Adapted from Reinbergs & Fefer, 2018)

Collaboration

Special Educators · General educators · School Counselors · Parents · School Social Worker · School Psychologist · Administrators

- Collaboration is an opportunity for all professionals to build professional capacity
- Collaboration is essential in building strong trauma-informed PBIS

(Cholewa & Laundy (2019):
The School Counselor's Guide to MTSS)

Why is Collaboration Important?

- Providing a context of understanding and self-determination may facilitate the healing and recovery process
- Communities that avoid, overlook, misunderstand the impact of trauma may often be re-traumatizing and interfere with healing process
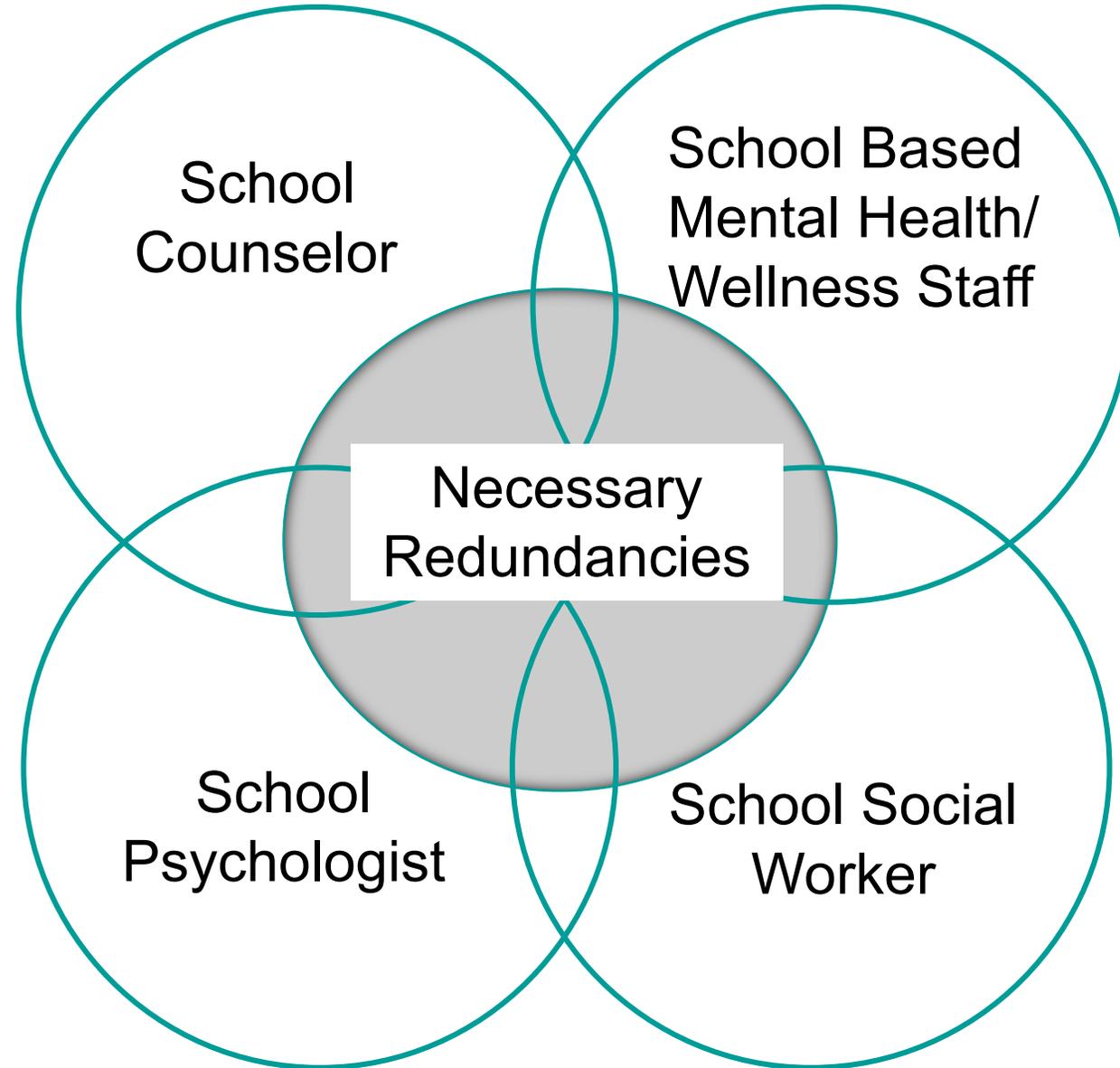
(SAMSHA, 2014)

Why is Collaboration Important?

- If students are to solidify and use their skills in developing relationships, self-regulation, academic and nonacademic areas

- They need to practice and become fluent using them everywhere

- Thus, an integrated and coordinated approach to service delivery is essential

(Cole et al., 2013)

Role Definition

School Counselor

School Based Mental Health/ Wellness Staff

Necessary Redundancies

School Psychologist

School Social Worker

(Betters-Bubon et al., 2020)

Role Definition

School Counselor Specialized role:
- Helps students experiencing barriers to learning
- Academic/Post Secondary Planning
- Career development
- Social emotional development
- SC Curriculum
- Intervention planning/implementation

School Based Mental Health /Wellness Staff:
- Tier 3 counseling
- Assessment
- Connection to specialized outside mental health services
- Wraparound care
- Support collaborative efforts to improve
- Student/educator's mental health
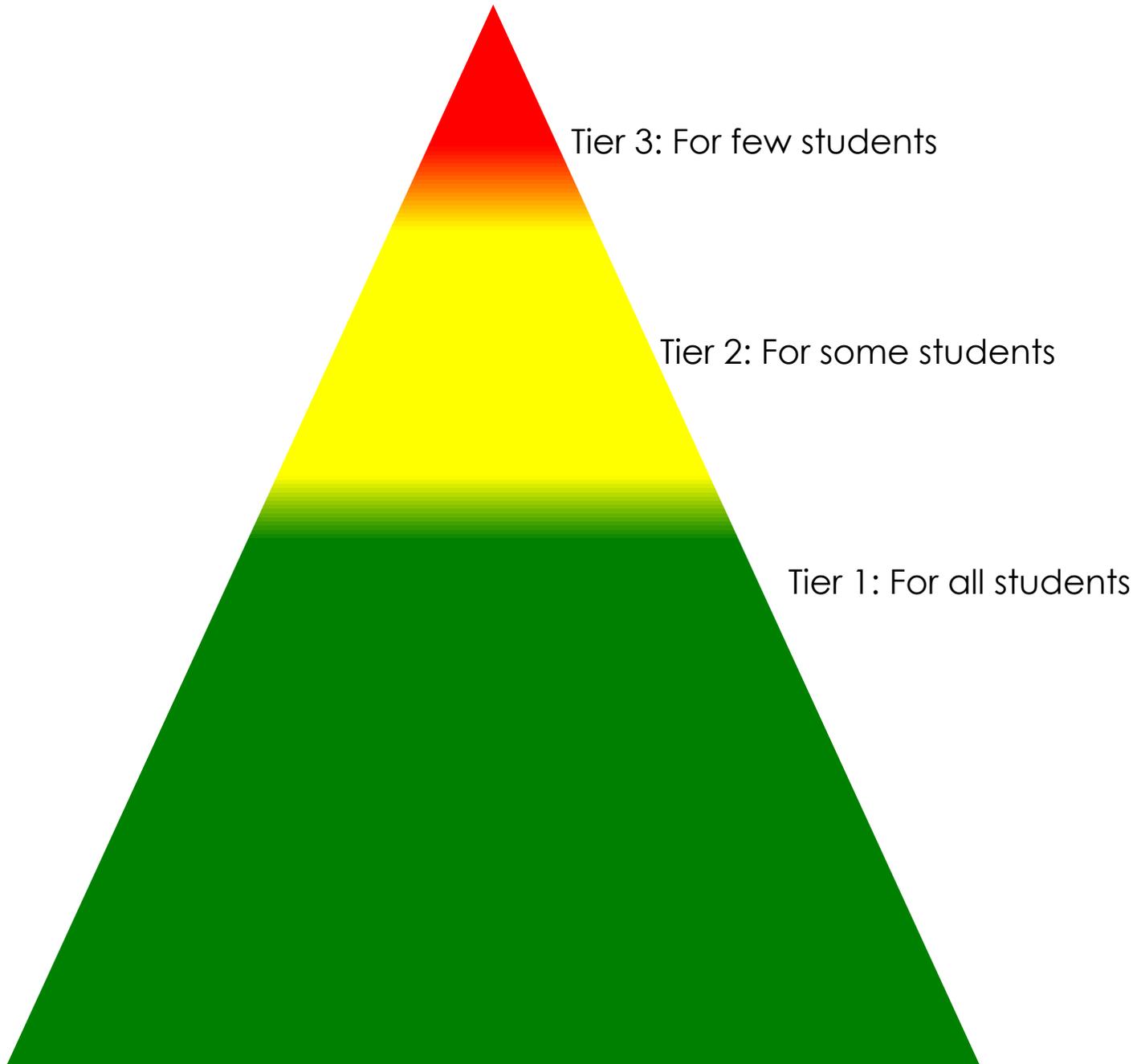
School Psychologist Specialized role:
- Academic/Behavioral assessments
- Intervention planning/implementation
- Special Education Parent support
- Design and implement student Monitoring systems (i.e. behavior plans)

School Social Worker Specialized role:
- Connect families to area services
- Provide developmental & family history
- Coordinate services to support learning
- Advocate for new services to support students and families

Necessary Redundancies

(Betters-Bubon et al., 2020)

Necessary Redundancies:

Intervention Planning
Individual and Group Counseling
Staff Support / PD
Parent Support / Meetings
Progress monitoring
Referrals
OTHER?

(Betters-Bubon et al., 2020)

Tier 3: For few students

Tier 2: For some students

Tier 1: For all students

Consider your role in the school in providing trauma-informed supports
1. Create sticky notes with specific trauma-informed prevention or intervention activities you do for ALL, SOME, FEW
2. On each post it, indicate your role
3. Place sticky note near associated areas on the triangle
4. Discuss and identify the skills you bring to your role/school and gaps/overlaps in services

(Adapted from Goodman-Scott & Ockerman (2019): A School Counselor's Guide to MTSS)

Collaboration Example

- As preparation for a full faculty discussion in February, the principal of the Roosevelt School gave all staff a copy of *Helping Traumatized Children Learn* at the beginning of the school year. They also included excerpts from the publication in their weekly e-mail newsletter, slowly exposing staff to key concepts over the first six months of the school year.
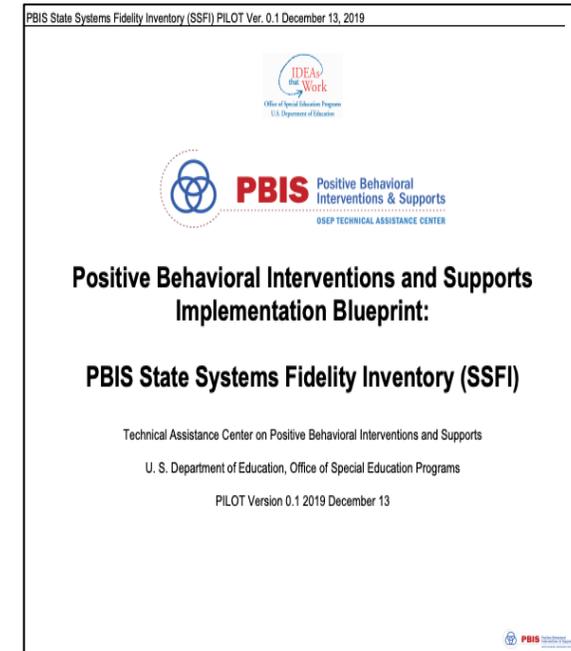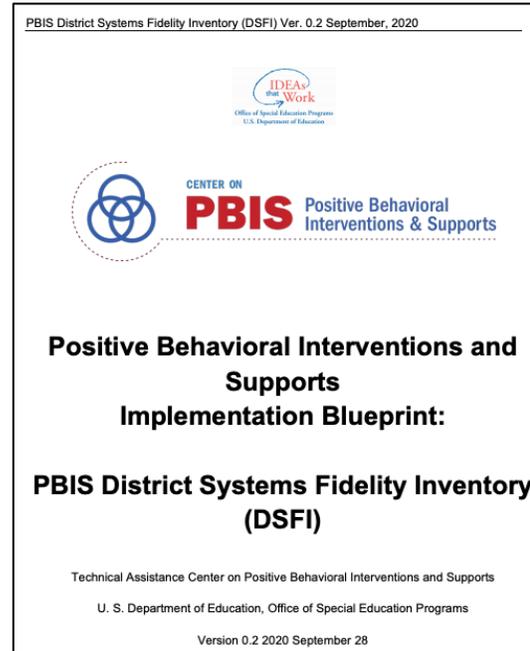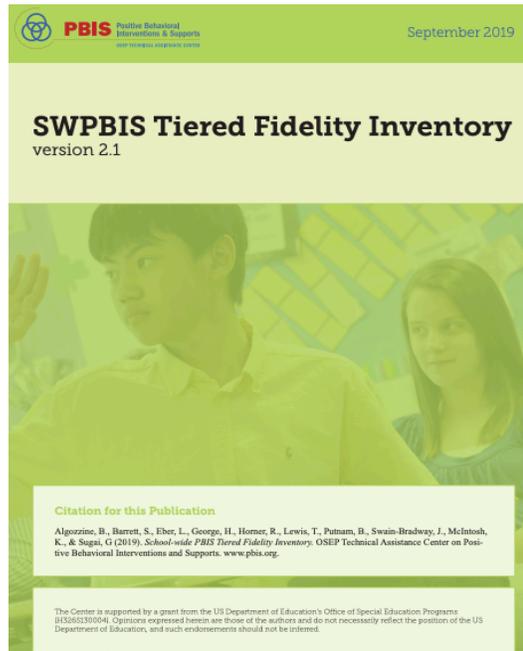
(Cole et al., 2013)

Collaboration Example

- In one district, a group of eight staff, comprised of teachers, a school counselor, administrator, behavioral specialist, formed a study group that met weekly for a year to read about and discuss trauma's impact on learning. They created a PowerPoint presentation, "Caring Instruction: Teaching Children Whose Lives Are Trauma-filled," and showed it to staff in all schools across the district during the course of the following year.

(Cole et al., 2013)

Collaboration Example

- The director of student support services created an opportunity for school teams to participate in district-wide PD on the impacts of trauma on learning. A second presentation was held for the principals of all the schools. At one school, the principal and the assistant principal decided to provide a similar presentation for their whole staff.

(Cole et al., 2013)
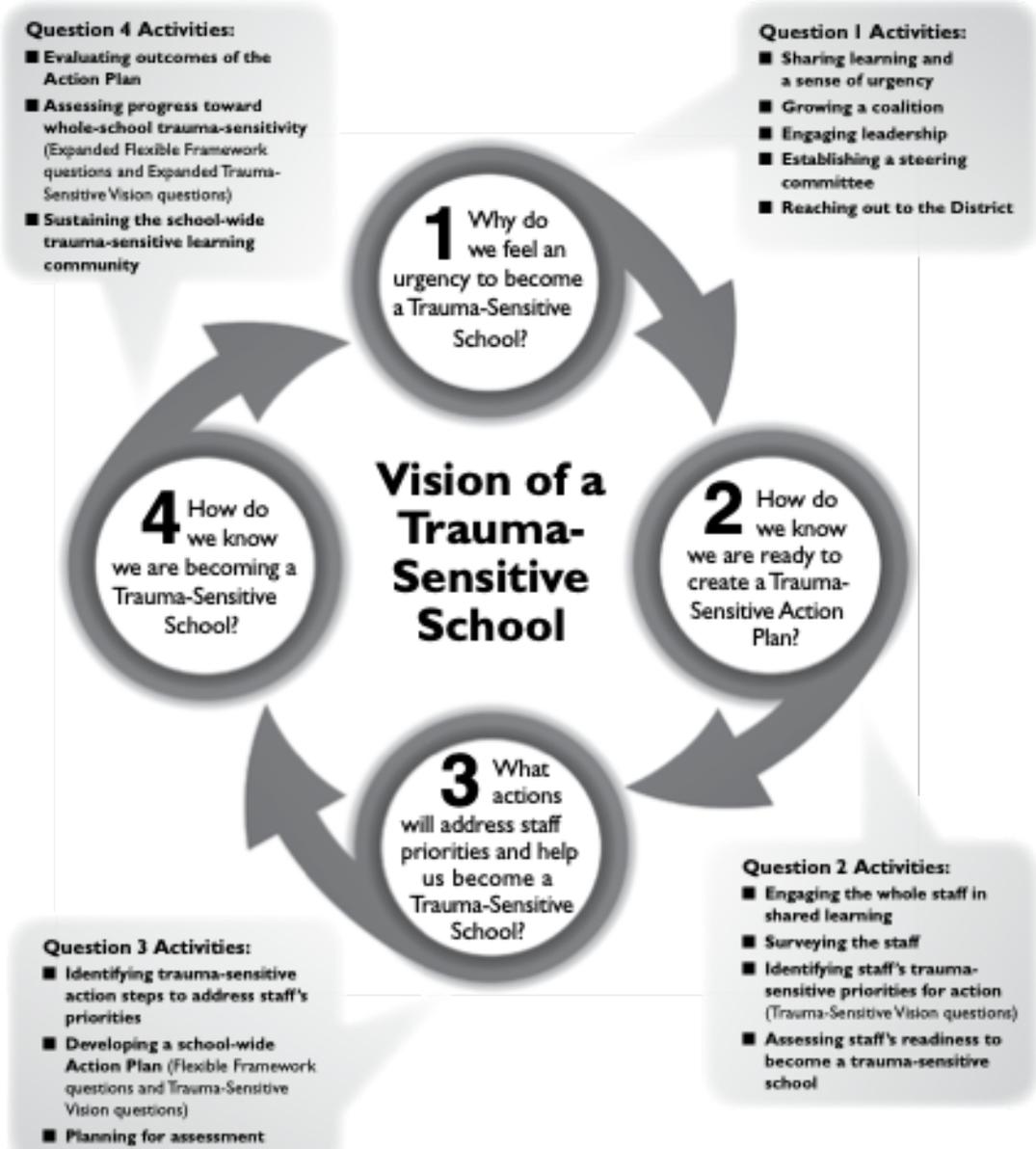
Action Planning

- Align with PBIS implementation and action planning
  - Tiered Fidelity Inventory (TFI) for school teams
  - District Systems Fidelity Inventory (DSFI) for district
  - State Systems Fidelity Inventory (SSFI) for state

https://www.pbis.org/resource-type/assessments

Action Planning

Process for Creating a Trauma-Sensitive School

(Cole et al., 2013;
Trauma Sensitive Schools
https://traumasensitiveschools.org/)

Action Planning: Professional Development

PBIS Technical Assistance Centers	pbis.org;.pbiscaltac.org/	Documents, videos
National Child Traumatic Stress Network	https://www.nctsn.org/	Presentations, podcasts, documents, educators toolkit
Trauma Sensitive Schools	http://www.traumasensitiveschools.org	Publications on prevalence and impact, principles of whole-school approach, strategies
Treatment and Services Adaptation Center	https://traumaawareschools.org	Components of trauma-informed schools, Interventions

Action Planning: Professional Development

State of Washington Office of Superintendent of Public Instruction	http://www.k12.wa.us/compassionateschools/	Handbook, PowerPoint presentations
Wisconsin Department of Public Instruction	https://dpi.wi.gov/sspw/mental-health/trauma	Online professional development modules, Evaluation tools, videos

MTSS Action Planning
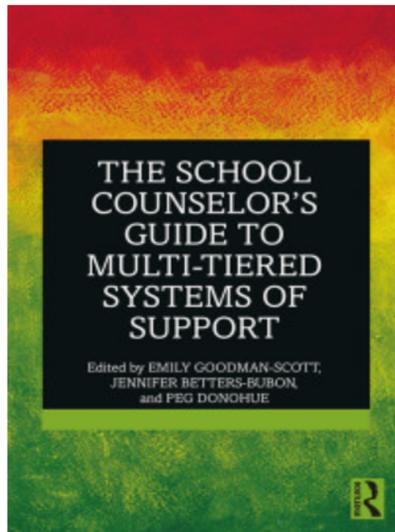
Meeting date_____   Team members present _____

Area of Implementation	Tier 1	Tier 2	Tier 3	Additional Areas (i.e. universal screening, collaborative consultation process, etc.)
Strengths				
Areas of Growth				
Explore				
Who is responsible?				
By when?				

Next meeting_____

(School Counselors for MTSS, 2020)

Resources

- See Admin and Support Personnel Resource Links document for all citations and additional resources

THE SCHOOL COUNSELOR'S GUIDE TO MULTI-TIERED SYSTEMS OF SUPPORT

Edited by EMILY GOODMAN-SCOTT, JENNIFER BETTERS-BUBON, and PEG DONOHUE

Aligned With ASCA NATIONAL MODEL FOURTH EDITION

Making MTSS Work

FIRST EDITION

By Emily Goodman-Scott, Ph.D., Jennifer Betters-Bubon, Ph.D., Jacob Olsen, Ph.D., and Peg Donohue, Ph.D.

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www.schoolcounselors4mtss.com