



Trauma-informed Practices in Schools: Using Consultancy Protocol to Address Problems of Practice.

D.C. School Behavioral Health Community of Practice (CoP)

January 22, 2020

Agenda

9:00 – 9:15 AM	Welcome and Introductions	<i>Dr. Olga Acosta Price Dr. Mariola Rosser</i>
9:15 – 10:10 AM	How trauma and adverse childhood experiences affect student learning and school climate? <i>Consultancy Protocol Activity</i>	<i>Dr. Danielle Palmer Mrs. Monique Leopold</i>
10:10 – 10:15 AM	Break (move to PGs sessions)	
10:15 – 10:45 AM	Practice Groups Sessions	<i>CoP Leaders</i>
10:45 – 11:00 AM	Next Steps	<i>Dr. Mariola Rosser</i>

Welcome and Introductions

At your tables :

- Introduce yourself (name, role, school/organization)

On the index card (to be collected):

- Think about a challenge that you faced personally or professionally that you were successful in overcoming. What is one trait that helped you to overcome that challenge?

My trait is

Advancing Comprehensive School Behavioral Health (CSBH) System

*A **strategic collaboration** between school personnel, community mental health providers, students and families to **create a positive school culture** that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of **trauma-informed**, culturally-responsive, evidence-based **tiered interventions** to promote wellness, identify challenges early, and offer treatment services when necessary so that **all children and youth succeed and thrive.***

D.C. Community of Practice

- **Domain:** School Behavioral Health (SBH)
- **Community:** Building relationships and helping each other
- **Practice:** Supporting implementation of best practices in school behavioral health through creating a shared library of resources, experiences, stories, and tools; addressing persistent problems of practice; co-creating knowledge; sharing knowledge and resources, reflecting on practice
- **Community of Practice:** focused on the big picture (SBH)
- **Practice Group:** focused on a dimension of the big picture (Trauma-informed practices)
- **Learning Activity:** focused on promoting engagement and 2-way learning (e.g., dialogue, chat, tool co-creation, series of webinars, etc.)

Developing a Common Language: D.C. CoP Glossary of Terms

Comprehensive School Behavioral Health Glossary of Terms

Comprehensive School Behavioral Health (CSBH) System	A strategic collaboration between school personnel, community mental health providers, students and families to create a positive school culture that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of trauma-informed, culturally responsive, evidence-based tiered interventions to promote wellness, identify challenges early, and offer treatment services when necessary so that all children and youth succeed and thrive.
Community of Practice (CoP)	Groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning ... members typically solve problems, discuss insights and share information ... develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity (Source: Wenger, McDermott, & Snyder, 2002).
School-Based Clinical Supervision	A process by which a supervisor meets regularly with a school-based clinician to discuss casework and other professional issues in a structured way to improve knowledge and ensure good service to the client.
Trauma-Informed Practices in Schools	A school-wide approach in which all parties involved recognize and respond to the impact of traumatic stress on everyone in the school by integrating and sustaining trauma awareness, knowledge, and skills into the school's culture, practices, and policies.
Trauma-Informed Approaches	Trauma-informed approaches within any system aim to adhere to the "4 Rs": Realizing the widespread impact of trauma and pathways to recovery Recognizing trauma signs and symptoms Responding by integrating knowledge about trauma into all facets of the system Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices (Source: National Child Traumatic Stress Network).
Trauma-Informed Child and Family Service System	A system in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery of the child and family, and support their ability to thrive (Source: National Child Traumatic Stress Network).

- Add new terms to be defined
- Add new definitions

D.C. CoP Shared Vision in Progress



We are a ...	Who are united in ...	To accomplish this, we ...	We know when we are having an impact when....
community of people invested in the wellbeing of students, families and staff	a shared vision for the optimal growth and development of the citizens of DC and our neighbors.	will come together, learn from each other, enhancing our personal practices and strive to overcome the challenges and barriers that limit success by coming together, learning from each other.	a positive change in climate, positive feedback, engagement, sharing with other communities and having cross-sector representation.
group of experts and specialists	a common interest to support students and families in social, emotional, behavioral development and to support the whole child.	collaborate with the community, schools, families, students and identify, plan, use individual interventions.	children and families can say that they are at their optimal level of functioning.
stakeholders that are direct providers/invested people with a common goal	in the link between education and behavioral health.	collaborate as a community of a variety of caregivers that work together in an interdisciplinary practice to align resources to assure best outcomes for <u>our</u> children and youth.	there is equitable access to behavioral supports and services in all 8 Wards with agreed upon metrics that measure our growth.

- We developed several definitions of a shared vision at the last CoP meeting
- All versions were summarized in one document
- Please highlight the words/phrases that we should include in the final definition

How trauma and adverse childhood experiences affect student learning and school climate?

Dr. Danielle Palmer

Mrs. Monique Leopold

We Learn By Experience



We Learn By Experience



We Learn By Experience



What are Adverse Childhood Experiences (ACEs)?

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example:

- experiencing violence or abuse
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with:

- substance misuse
- mental health problems
- instability due to parental separation or household members being in jail or prison

ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. ACEs can also negatively impact education and job opportunities. However, ACEs can be prevented.

<https://www.cdc.gov/injury/>

Three Types of ACEs

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
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Physical



Emotional



Sexual



Physical



Emotional



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

Source: Centers for Disease Control and Prevention
 Credit: Robert Wood Johnson Foundation

ADVERSE CHILDHOOD EXPERIENCES
NOT INCLUDED IN FELITTI STUDY

- Racism
- Poverty
- Systemic Oppression
- Exposure to Community Violence
- Microaggressions
- Stereotype Threat
- Overly Punitive School Discipline

Prevalence of ACEs

- Nearly half (46%) of all children (0-17) in the U.S. have experiences at least one ACE (DC 24%)
- Nationally, 11% of children have experienced three or more ACEs
- **In DC**, 11% of students have experienced 3 or more ACEs
- Studies have shown that the experience of 4 or more ACEs marks the threshold where the risk of negative physical and mental health outcomes becomes very high
- The most common ACEs across the country are economic hardship and divorce/separation

Reference: https://www.childtrends.org/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf

	Hard to cover basics like food or housing somewhat or very often	Parent or guardian divorced or separated	Lived with anyone who has a problem with alcohol or drugs	Lived with anyone mentally ill, suicidal, or severely depressed	Parent or guardian served time in jail	Saw or heard parents or other adults slap, hit, kick, or punch in home	Parent or guardian died	Victim of or witness to violence in neighborhood
United States	25	25	9	8	8	6	3	4
AL	28	30	10	8	8	6	5	4
AK	22	27	13	11	9	7	4	5
AZ	27	32	16	10	13	11	3	6
AR	31	33	12	10	16	10	6	5
CA	22	22	7	6	6	3	2	2
CO	23	27	12	9	8	5	3	3
CT	24	25	8	8	6	4	3	4
DE	24	25	8	7	10	7	3	6
DC	21	25	7	5	9	6	5	9

Trauma is the response to the event, not the event itself.

- Schools need to be aware of students who have experienced trauma and help identify those who may be traumatized as a result.

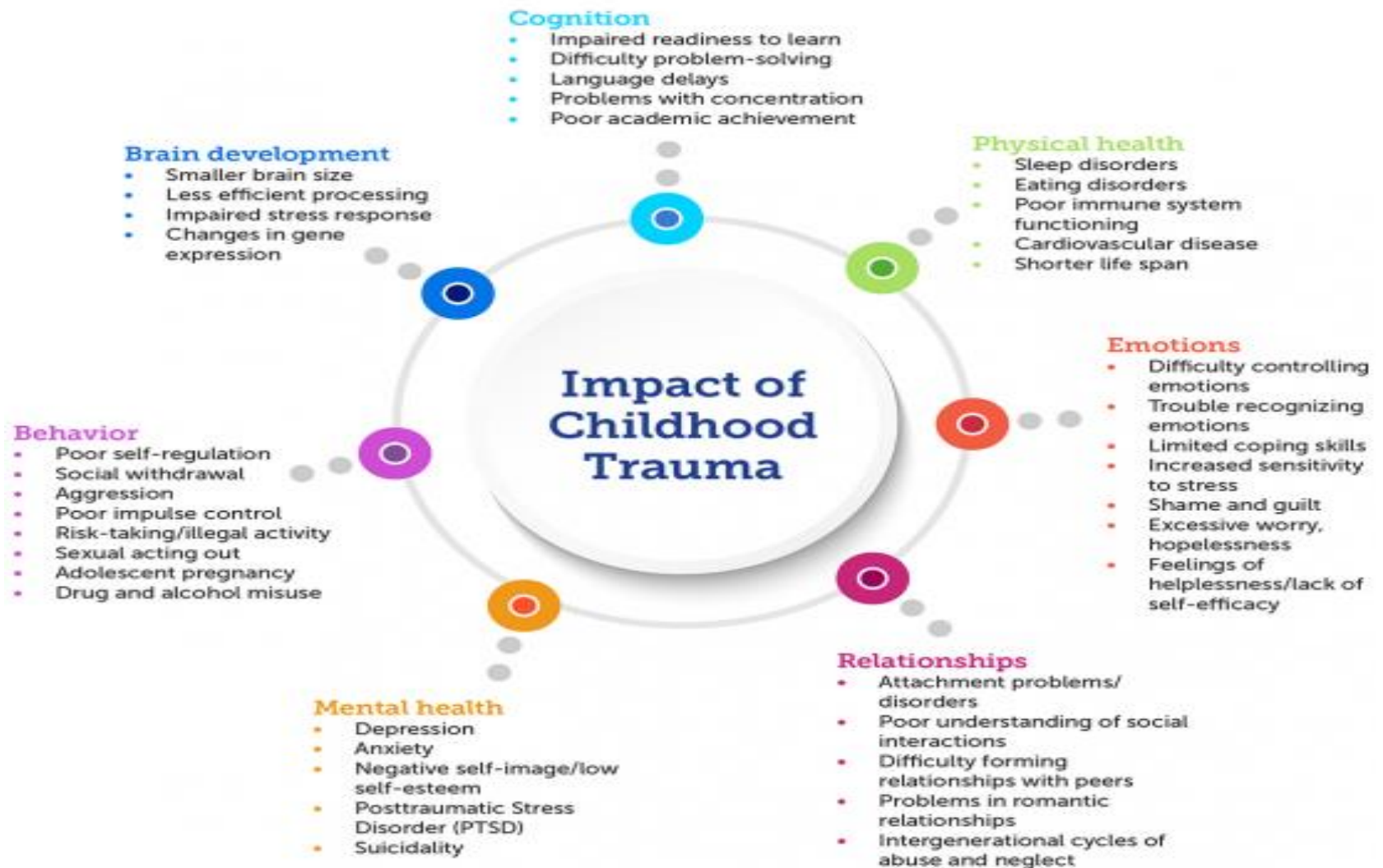
DEFINITION

Traumatic Event: a frightening, dangerous, or violent event that poses a threat to a child's life or bodily integrity

Trauma: subjective experience to an event that includes strong emotions and physical reactions that can persist long after the event.

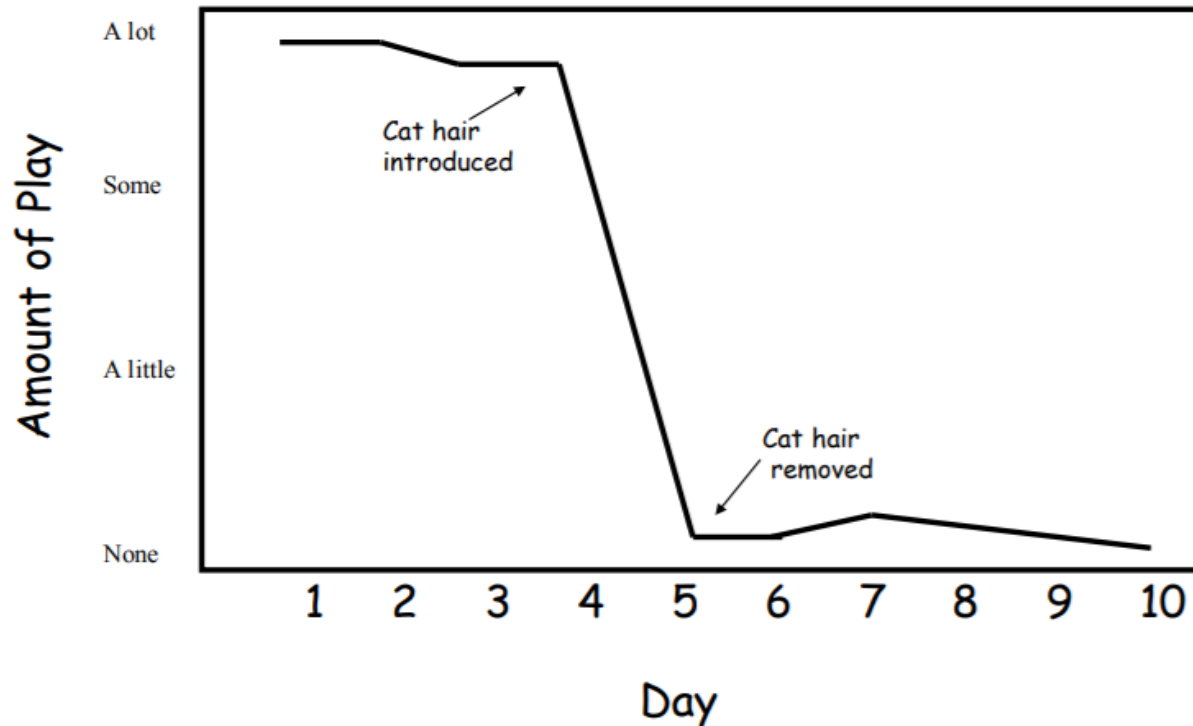
<https://www.nctsn.org/what-is-child-trauma/about-child-trauma>

Impact of Childhood Trauma



What is the cat hair?

Amount of Play over 10 days



COMMON RESPONSES TO TRAUMA



Young Child

- Fear, anxiety
- Sleep prob
- Regressed beh
- Hard to separate
- Reenacting of trauma



School-age

- Fear, anxiety
- Guilt, shame
- Disrupted sleep
- Cant concentrate
- Anger or aggression



Adolescent

- Fear, anxiety
- Guilt, shame
- Withdrawal
- Avoidance
- Intense mood swings
- Risk-taking

TRIGGERS

- Triggers of past traumatic experiences that automatically cause the person to react as if the traumatic event is happening again
 - Loud noises
 - Particular times of the year
 - Specific spaces
 - Limit-setting
 - Certain smells
 - Chaos or uncertainty
 - Changes in routine
- Responses that are out of place and not understood by others
 - Physical Touch
 - Threatening Gestures
 - Authority Figures

TRIGGERS

Common youth responses to trauma triggers:

- Fight responses: yelling, swearing, posturing, aggressive behavior
- Flight responses: running away, refusing to talk, avoidance, substance use
- Freeze responses: spacing out; appearing numb, disconnected, confused, or unresponsive.

What Does This Mean for Schools?

Impact of Trauma on Students, Parents, Staff and Schools |
Trauma-Sensitive Schools: A Universal Response

The Four Rs of Trauma-Informed Care



This figure is adapted from: 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. Rockville, MD: Substance Abuse and Mental Health Services Administration.

What school leaders, teachers and staff can do to support trauma informed practices in schools?

- Build strong relationships
- Implement consistent routines and structure in the classroom
- Understand student triggers (tone/voice, proximity, touch)
- Create calm, predictable transitions
- Create universal practices for body relaxation
- Maintain your composure when interacting with students in crisis

The Invisible Suitcase

It's our job to re-pack
the invisible suitcase!



How mental health team can support school leaders, teachers and staff to acknowledge and recognize the impact of stress and trauma on student learning?

- Consistent professional development for staff
- “See something, Say something”
 - In the moment feedback
 - Proactive planning and feedback on school practices and policies
- Promoting staff wellness
- Building empathy
- Modeling

Trainings & Resources on Trauma

- Upcoming OSSE's Trainings
 - Introduction to Building a Trauma-Informed Culture Within Schools (February 10, 2020; March 16, 2020)
 - Trauma Awareness and Resilience (February 20, 2020)
 - Coping with the Secondary Impact of Trauma and Related Stress (February 24, 2020)



Consultancy Protocol

Addressing implementation challenges around
trauma-informed practices in schools

Consultancy Protocol Process

- Step 1: Presenter Overview (5min)
- Step 2: Clarifying Questions (5 min)
- Step 3: Probing Questions (5 min)
- Step 4: Consultancy Group Discussion (15 min)
- Step 5: Presenter Reflection (5 min)
- Step 6: Debriefing (5 min)

Consultancy Groups

- Challenge 1 (red) – Rachel Sadlon
- Challenge 2 (green) – Patrice Linehan
- Challenge 3 (yellow) – Linda Scheriff
- Challenge 4 (blue) – Mariola Rosser
- Challenge 5 - TBD

Transition to Practice Group Sessions

1. School-based Clinical Supervision – *Carrie Grundmayer and Monica Hammock*
2. Trauma-Informed Practices in Schools - *Danielle Palmer & Monique Leopold*
3. Positive School Climate/Social Emotional Learning (SEL) Implementation - *Rachel Sadlon*
4. Crisis Intervention and Response - *Claudia Price & Alexandra Vann*
5. Family Engagement/Youth Engagement - *Linda Sheriff & Ron Lafleur*

What will we do together?

Defining Practice Group activities

Trauma-Informed Practices in Schools

A school-wide approach in which all parties involved recognize and respond to the impact of traumatic stress on everyone in the school by integrating and sustaining trauma awareness, knowledge, and skills into the school's culture, practices, and policies.



Discussion Highlights:

- Schools are implementing the following strategies to address trauma: partnering with community organizations, collaborating with teachers, providing self-care for teachers and safe spaces for students.
- Some of the challenges are: vicarious trauma, dedicated spaces, supports for teachers, buy-in from administrators

Resources:

- [Creating, Supporting, and Sustaining Trauma-Informed Schools](#)
- [The Missouri Model: A Developmental Framework for Trauma-Informed](#)
- [Trauma Sensitive Schools](#)

Facilitators: Danielle Palmer & Monique Leopold

Family Engagement/Youth Engagement

Organizational communication and operational practices implemented in schools that facilitate partnerships with families and youth for the establishment and achievement of common goals.



Discussion Highlights:

- Schools are implementing the following strategies to enhance family/youth engagement: needs assessments, workshops on child development and mental health, leadership opportunities, advocacy, mentorship
- Some of the challenges are: getting families to show up, getting parental consent

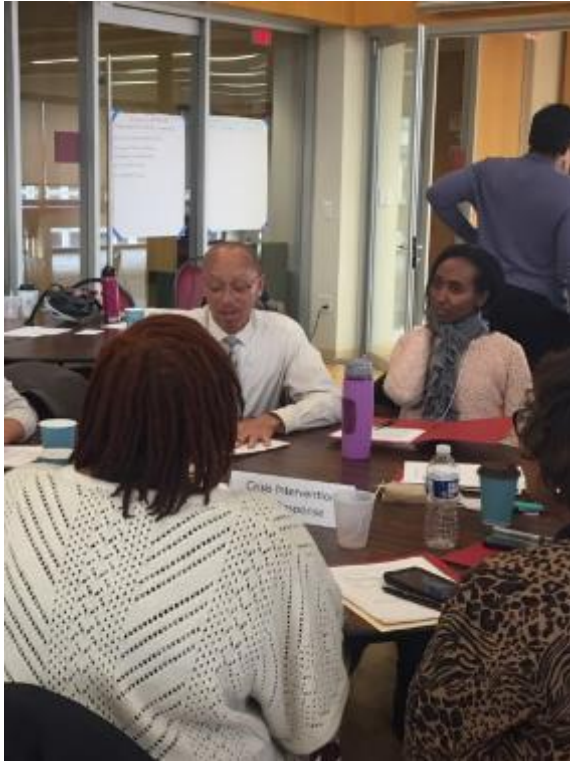
Resources:

- [DC Students Discipline Guide for Families](#)
- [Parent and Family Go-to Guide](#)
- [Parent Engagement: Strategies](#)

Facilitators: Chioma Oruh, Linda Sheriff, & Ronald Lafleur

Crisis Response and Intervention

An immediate and short-term psychological care aimed at assisting individuals in a crisis situation in order to restore equilibrium to their bio-psycho-social functioning and to minimize the potential of long-term psychological trauma.



Discussion Highlights:

- Lack of protocol to respond to crisis
- Who should lead the crisis response? (Social Worker, Psychologist, school Counselor, Crisis Team)

Resources:

[National Education Association's School Crisis Guide](#)

Webinar: Crisis Intervention (Password: SBHexansion3)

<https://tinyurl.com/r774wbu>

Facilitators: Claudia Price & Alexandra Vann

School Climate/Social Emotional Learning

Strategies and interventions that foster a positive, caring, supportive school environment in which programs are available to help students develop skills in understanding and managing their emotions, setting and fulfilling goals, learning to empathize, recognizing and developing positive relationships, and making responsible choices.



Discussion Highlights:

- Implementation requires strong principal buy-in. Implementation fidelity suffers when staff suffer from unaddressed stress and burnout.
- We need baseline data (e.g., school climate assessments) to determine top issues among students and staff.

Resources:

[School Climate and Social Emotional Learning](#)

Facilitators: Rachel Sadlon & TBD

School-based Clinical Supervision

A process by which a supervisor meets regularly with a clinician to discuss casework and other professional issues in a structured way to improve knowledge and ensure good service to the client.



Discussion Highlights:

- Best practices in the school-based clinical supervision
- Knowledge, skills, resources needed to build up school supervision for the expansion
- Assessing and monitoring progress
- Ongoing support and training for supervisors, possibly from other supervisors in the expansion
- Investing in supervision frameworks like, reflective supervision.

Resources:

[Clinical Supervision in the Schools: Challenges, Opportunities, and Lost Horizons.](#)

Facilitators: Chaz Kohlrieser & Andre Edwards

Monthly CoP Meetings

February 26, 2020

Finding Common Ground: Family Engagement/Youth Engagement

March 25, 2020

School Climate/Social Emotional Learning

April 22, 2020

School-based Clinical Supervision

May 20, 2020

Crisis Response and Intervention

June 17, 2020 (June 3 or June 10)

Share Fair: Sharing Learnings and Resources and Celebrating Successes

Please let us know if you ...

- want to co-lead Practice Group
- want to co-create a tool, learning activity, etc.
- Contact us at **DCCOP@crpcorp.com**

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent blue geometric shapes, primarily parallelograms and trapezoids, arranged in a rhythmic, staggered pattern.