
TRAUMA-INFORMED AND TEAMING PRACTICES IN SCHOOLS

**DC School Behavioral Health Community of Practice (DC CoP)
Learning Resources**

In-Person Trainings

Introduction to Building a Trauma-Informed Culture Within Schools

Office of the State Superintendent of Education

Monday, February 10, 2020; Monday, March 16, 2020

<https://osse.dc.gov/event/introduction-building-trauma-informed-culture-within-schools>

OSSE, in collaboration with InSite Solutions, will host trauma-informed care trainings tailored to school-based educators and staff. Participants will take part in a session that introduces neurobiological foundations of trauma and provides concrete skills for building trauma-informed classrooms to include the following:

- Principles of trauma-informed schools and classrooms;
- Shifting perspective about student behavior and reducing triggers of stress in the classroom;
- Fostering safety through control and mutual respect;
- Social-emotional learning opportunities (brain education, mindfulness);
- Relationship building/creating serve-and-return relationships;
- Utilizing non-contingency; and
- Trauma-sensitive responses to student escalation.

Trauma Awareness and Resilience

Office of the State Superintendent of Education

Thursday, February 20, 2020

<https://osse.dc.gov/event/trauma-awareness-and-resilience>

This training experience explores best practices to trauma-informed, resilience-oriented, and Restorative Justice-focused practices that promotes healing and provides a path toward hope, and reconciliation. The class will explore the brain's stress-response system and how it impacts behavior and learning for students and educators. Participants will deepen their knowledge about trauma, resilience and post-traumatic growth. The workshop will demonstrate an innovative brain-wave entrainment integrated health practice and participants will experience this in a series of mindfulness activities that can be used in the school and classroom. We will dive deeper into the science behind how the brain and body respond to trauma, including the Sound Vibrionic theory and recent discoveries about how to harness brain waves and eye movements to heal trauma. Participants will receive a general overview of trauma and how to become trauma-informed, including skill-building around how to provide healing within relationships. The second part of the Trauma and Resilience training provides a more in-depth look at the cutting-edge science surrounding childhood trauma, plus offers additional skills to help professionals develop a trauma-informed practice.

Coping with the Secondary Impact of Trauma and Related Stress

Office of the State Superintendent of Education

Monday, February 24, 2020

<https://osse.dc.gov/event/coping-secondary-impact-trauma-and-related-stress>

OSSE, in collaboration with InSite Solutions, will host secondary trauma trainings tailored to school-based educators and staff. Participants will learn how to effectively prevent and cope with the secondary impact of trauma in schools and related stress as an educational professional. This session is intended for all educators. Objectives of the workshop include:

- Understanding factors that lead to school stress and trauma,
- Debating the dialectics of self-care,
- Proactive/preventative strategies,
- Detecting the signs of trauma and burnout,
- Introduction to cognitive behavioral therapy,
- Positive psychology – making the most of stressful situations,
- Effective strategies and skills for communication with school leaders about personal stress and burnout, and
- Intention to action: Creating a self-care plan with an opportunity to practice and plan for strategy implementation.

Trauma Informed Care-Advanced Training for School Teams

Office of the State Superintendent of Education

Wednesday, March 4–Thursday, March 5, 2020; Wednesday, April 29–Thursday, April 30, 2020;

Monday, July 6–Tuesday, July 7, 2020

<https://osse.dc.gov/event/trauma-informed-care-advanced-training-school-teams>

OSSE, in collaboration with InSite Solutions, will provide trauma-informed care trainings specifically for school teams consisting of three to five staff members (administrators, teachers, support providers, deans). This two-day training will allow teams to take a closer look at adverse childhood experiences (ACES) and their neurological outcomes, how to create trauma-informed communities, schools, and classrooms, while also addressing the needs for educator wellbeing. In addition, InSite Solutions will provide up to four hours of school-based consultation for participating school teams, to include additional staff training, a brief needs assessment, and consultation for one student case. School teams must commit to having one school leader present and attending the full two-day training and be willing to engage in the on-site consultation. All consultation hours must be completed by Sept. 30, 2020.

Upcoming Webinars

Trauma-Informed Practices in Schools and Beyond: Skills and Practices for Educators

Aperture Education

Wednesday, January 29, 2020

<http://info.apertureed.com/trauma-webinar-series-2020>

“Children have impeccable reasons for behaving exactly as they do.” Learn about how trauma manifests in external AND internalized behaviors, and learn some simple ways to implement a trauma informed approach within your classrooms and interactions with the children.

Trauma-Informed Practices in Schools and Beyond: Creating a Trauma-Informed School Community
Aperture Education

Thursday, February 6, 2020

<http://info.apertureed.com/trauma-webinar-series-2020>

Trauma exists within systems because our systems are created and maintained by people. During this session, we will begin to explore approaches and ways to take our awareness of trauma to inform change at a systemic level. Through an appreciative inquiry approach, you will learn where you can invite systemic evolution.

Archived Webinars/Videos

Assorted videos on trauma-sensitive schools

Trauma and Learning Policy Initiative (TLPI)

<https://traumasensitiveschools.org/videos/>

This collection of videos covers topics of trauma and learning, and how to create trauma-sensitive schools. Videos include *A School's Journey Toward Trauma Sensitivity*; *Why We Need Trauma-Sensitive Schools*; *The Impact of Trauma on Learning, Part 1: Academic Performance* ; *The Impact of Trauma on Learning, Part 2: Classroom Behavior*; *The Impact of Trauma on Learning, Part 3: Relationships*; *Whole School: The Importance of Community*; *How Do We Get There: Becoming A Trauma Sensitive School*; *Helping Traumatized Children Learn*; and *Leadership's Role in Creating Trauma-Sensitive Schools*.

Creating Trauma-Informed School Policies: A Practice Forum for School and Mental Health Leadership
Pacific Southwest Mental Health Technology Transfer Center

<https://www.youtube.com/watch?v=rSZLGFSiZAK>

Want to figure out how to create and develop policies that contribute to trauma-informed school environments? Tasked with ensuring trauma-informed work is sustainable and scalable at your school, district office, agency, department, or organization? During this session, we'll explore the 4 choice points leaders face; tips for successful policy development and implementation; and examples of current policy at the local, district, state, and federal levels from which you can choose and use for your own work.

Integrating Evidence-Based Practices in School Interventions

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar presenters identify principles and strategies for effective implementation of trauma-focused, evidence-based practices in school settings, and they describe the potential benefits for all students, including those with mental health and behavioral challenges, of implementing school-wide systems of Positive Behavioral Interventions and Supports.

National Forum to Address Youth Exposure to Community Violence

National Child Traumatic Stress Network

<https://learn.nctsn.org>

Community violence—especially in urban areas—is an escalating crisis for far too many children and families across the United States. Given the urgency of this public health issue, the National Child Traumatic Stress Network is hosting a national forum to address community violence in the lives of youth and offer examples of solutions through partnership and collaboration from various sections of the country. Presenters will include individuals currently involved in addressing community violence: youth, mentors, therapists, police officers, and federal agency administrators.

Psychological First Aid for Schools

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar speakers describe the fundamentals of Psychological First Aid for Schools (PFA-S). PFA-S helps reduce the distress that school communities can experience after a disaster or violent event. Presenters discuss the importance of working within the school structure and system; how teachers, support staff, and administrators can use PFA-S to prepare for and respond to a disaster or violent event; and how to support the school community as a whole, including working with students, staff, and families.

Responding to Trauma: The Role of K-12 Schools

Kognito

https://go.kognito.com/traumawebinar2018?utm_source=Web

One out of every four children attending school has been exposed to a traumatic event, which has lifelong consequences for their well-being and educational outcomes. Educators and school staff work daily with these children; equipping them with the knowledge and skills to respond should be a priority for school and district leaders, as well as school mental health professionals. We hosted an interactive webinar where you can hear from our panelists, who shared best practices for creating a trauma-informed school community, including evidence-based practices.

Schools and Grief: Helping Students Cope with Death

National Child Traumatic Stress Network

<https://learn.nctsn.org>

Focuses on childhood grief in the school setting. The speakers discuss key points around children's grief response. Topics discussed include physical and behavioral responses, the impact of developmental level on the grief response, impact of culture on grief, and how CTG differs from grief. Strategies for helping children cope with grief in the school setting are provided.

Sticks and Stones Will Break My Bones, (and) Words CAN Hurt Me: A Trauma-Informed Understanding of Bullying

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar presenters use the prevalence and impact of trauma as a lens through which to deepen our understanding of bullying. Applicable for school mental health professionals, school staff, and other interested individuals, the program will consider the impact of bullying on the targeted child as well as the bully and will address the response at the school site.

Sudden Death on a School Campus: Impact and Response

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar speakers discuss the impact of sudden death on children and the school community. Presenters will suggest best practices in the areas of prevention, response, and recovery; school staff support; and self-care.

Trauma-Informed IEPs: Differential Diagnosis and Trauma-informed Assessment in Schools

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar the presenters discuss trauma-informed assessment in schools, differential diagnosis, and trauma-informed IEPs (Individualized Education Plans). Following the presentation participants will understand the concept and potential consequences of child traumatic stress on classroom academics and behavior. Speakers discuss how to identify the key components of a 504 plan versus an IEP and differentiate when each is applicable. During the webinar participants develop relevant teaching and learning plans using selected activities from the School Intervention Project Manual.

Trauma and Race: Considerations for White Clinicians Working with Children and Families of Color

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar, participants will see critical moments from three dramatized therapy sessions and hear from seasoned trauma therapists reflecting on their experiences working with clients of different racial and ethnic backgrounds. Presenters will lead a thoughtful discussion exploring the intersections of developmental trauma, clinical work, and race. Webinar participants are encouraged to reflect on their experiences and will have the opportunity to ask questions to further the discussion.

Treatment of Childhood Traumatic Grief with Infants, Toddlers, and Preschoolers

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar Chandra Ghosh Ippen provides an overview of how working with bereaved children affects the therapist. She provides an understanding of loss from the child and caregivers' perspectives, including a discussion on how traumatic grief effects development. During the presentation she also discusses assessment and treatment options.

Understanding the Intersection Between Cyberbullying and Trauma

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar speakers focus on understanding the intersection between cyberbullying and trauma. This presentation was recorded in conjunction with National Bullying Awareness and Prevention Month.

You are Not Alone: Helping Children with Traumatic Grief

National Child Traumatic Stress Network

<https://learn.nctsn.org>

In this webinar presenters explain traumatic grief in preschool- and school-aged children, introduce resources for children and caregivers developed by Sesame Workshop and the NCTSN, and review how clinicians and caregivers can use these resources to help children in their process of grieving.

On-Demand Courses

The 12 Core Concepts for Understanding Traumatic Stress in Children and Families **National Child Traumatic Stress Network**

<https://www.nctsn.org/resources/12-core-concepts-online-interactive-course>

This course contains interactive online lessons that lead you through the 12 Core Concepts for Understanding Traumatic Stress Responses in Children & Families. The Core Concepts are conceptual lenses used to better understand childhood trauma, its causes, effects, and strength-based systems approaches to case conceptualization and intervention planning. These lessons can assist NCTSN sites and members to understand foundational principles of childhood trauma.

Understanding Trauma and the Impact on Learning Part 1: Definitions and Effects on the Brain **Boston Children's Hospital Neighborhood Partnerships Program**

<https://www.openpediatrics.org/course/tap-online-training-understanding-trauma-and-impact-learning-part-1-definitions-and-effects>

This training opens with definitions of trauma and traumatic events along with distinguishing single event trauma and complex trauma. Information on a study on adverse childhood events (ACEs) is also shared. Different types of stress and the stress response are described within the context of trauma. The training provides foundational information about specific structures of the brain, how the brain can be impacted by trauma, and how that may affect a student's learning and behavior. Protective factors and the role of schools in supporting students who have experienced trauma are also discussed.

Understanding Trauma and the Impact on Learning Part 2: Effect on Behavior, Learning, and Relationships

Boston Children's Hospital Neighborhood Partnerships Program

<https://www.openpediatrics.org/course/tap-online-training-understanding-trauma-and-impact-learning-part-ii-effect-behavior-learning>

This training opens with a brief overview of definitions related to trauma and its effects on the brain. Using a strength-based lens, the training explores behaviors students who have experienced trauma may present with and what these can look like in the classroom. It also shares how changes to the brain as a result of trauma can affect learning and memory. The training discusses how students who have experienced trauma may struggle with forming and maintaining relationships with peers and adults and reviews strategies for building connections with students. Information on Post-Traumatic Stress Disorder and the importance of a comprehensive assessment and considerations for building interventions for students are shared. Supports that educators can provide to build students' skills in the classroom are also included.

Curricula and Training Manuals

Trauma-Sensitive Schools Training Package **National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

The *Trauma-Sensitive Schools Training Package* offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach school- or districtwide. The Training Package includes a variety of resources for educating school staff about trauma and trauma-sensitive practices and for providing school leaders with a step-by-step process for implementing a universal, trauma-informed approach using package materials.

Resources

Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework

National Child Traumatic Stress Network

https://www.nctsn.org/sites/default/files/resources/creating_supporting_sustaining_trauma_informed_schools_a_systems_framework.pdf

Presents a tiered approach to creating a trauma-informed school environment that addresses the needs of all students, staff, administrators, and families who might be at risk for experiencing the symptoms of traumatic stress. This framework offers a vision of a trauma-informed school, adhering to the “4 Rs”: (1) realizing the widespread impact of trauma and pathways to recovery; (2) recognizing traumas signs and symptoms; (3) responding by integrating knowledge about trauma into all facets of the system; and (4) 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.

Creating Trauma-Informed Classrooms

National Council for Adoption

<https://www.adoptioncouncil.org/files/large/4b9294d4e0fc351>

Article for educators on the impacts of trauma, risk factors, the role of behavior, considerations for the physical environment, and classroom strategies.

Psychological First Aid for Schools (PFA-S) Field Operations Guide

National Child Traumatic Stress Network

<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

Provides guidance on responding to disaster, violence, or terrorism events using the Psychological First Aid intervention. This version gives school administrators, educators, and staff practical assistance to meet immediate needs and concerns, reduce distress, and foster adaptive coping in the wake of a disaster. The manual includes in-depth information about each of the eight core actions and accompanying handouts for administrators, school staff, educators, students, and parents and caregivers.

School Mental Health Teaming Playbook

National Center for School Mental Health

<http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Reports/School-Mental-Health-Teaming-Playbook.pdf>

Schools are in the position of ensuring that school mental health efforts are appropriately staffed by multidisciplinary teams who have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategic about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, IEP team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

Seven Domains of Trauma-Sensitive Schools

National Council for Behavioral Health

<https://www.tristatetraumanetwork.org/wp-content/uploads/2017/05/Seven-Domains-of-Trauma-Informed-Care-for-Trauma-Sensitive-Schools.pdf>

Provides a brief overview of the National Council’s Seven Domains for Trauma-Sensitive Schools.

Trauma-Informed Classrooms

School-Justice Partnership National Resource Center

<https://www.schooljusticepartnership.org/component/mtree/resource-library/role-of-schools/368-eloisa-chaparro.html?Itemid=>

This technical assistance bulletin provides a basic understanding of the impact of trauma and adverse life experiences, how those experiences can impact behavior in the classroom, learning how to recognize trauma, and strategies for creating trauma-informed classrooms.

Using the Child Trauma Toolkit for Educators

National Child Traumatic Stress Network

<https://learn.nctsn.org>

The *Child Trauma Toolkit for Educators* was developed to provide school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children in the school system. The Toolkit is made up of 10 fact sheets that discuss various aspects of trauma in schools and how educators and parents can respond. This course includes a series of short presentations designed to accompany the Toolkit and provide additional information related to the topics in the fact sheets. Related resources, including webinars on the Learning Center, are also highlighted.

Assessment Tools

School Mental Health Quality Assessment – Teaming Module

National Center for School Mental Health

<https://www.theshapesystem.com/>

The School Mental Health Quality Assessment is designed to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

Trauma Responsive Schools Implementation Assessment

National Center for School Mental Health

<https://www.theshapesystem.com/>

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.