Addressing Trauma in Educational Settings

Module 3: School systems, policies, and procedures to support students experiencing trauma

Agenda

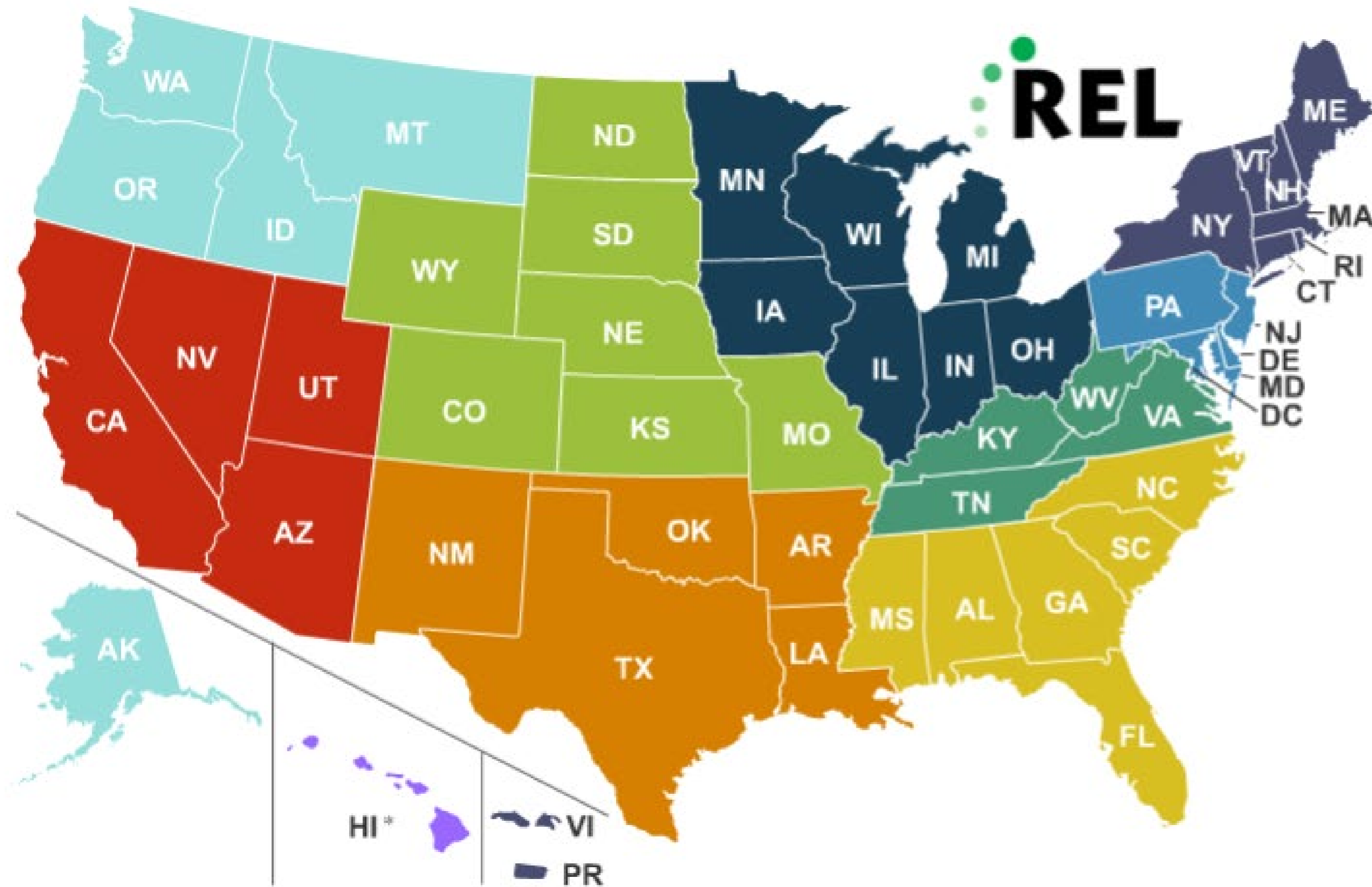| Time	Agenda item
3:00 – 3:15 p.m.	Welcome and overview
3:15 – 3:40 p.m.	Preparing to build your trauma-sensitive school
3:40 – 4:10 p.m.	Integrating key elements of trauma-sensitive approaches
4:10 – 4:15 p.m.	Break
4:15 – 4:45 p.m.	Aligning and sustaining trauma-sensitive approaches
4:45 – 5:00 p.m.	Wrap-up and next steps

Welcome and Overview

Lydotta Taylor
L-evation

The Regional Educational Laboratories

Applied Research

Training, Coaching, and Technical Support

Dissemination

Community Math Nights

WV

VA

Workforce Readiness

Student Success in Mathematics

Boosting Early Literacy and Numeracy

Implementing Performance Assessments

KY

Postsecondary Transitions

Postsecondary Transitions

Using Data & Evidence

Cross-State Collaborative to Support Schools in the Opioid Crisis

TN

Early Literacy
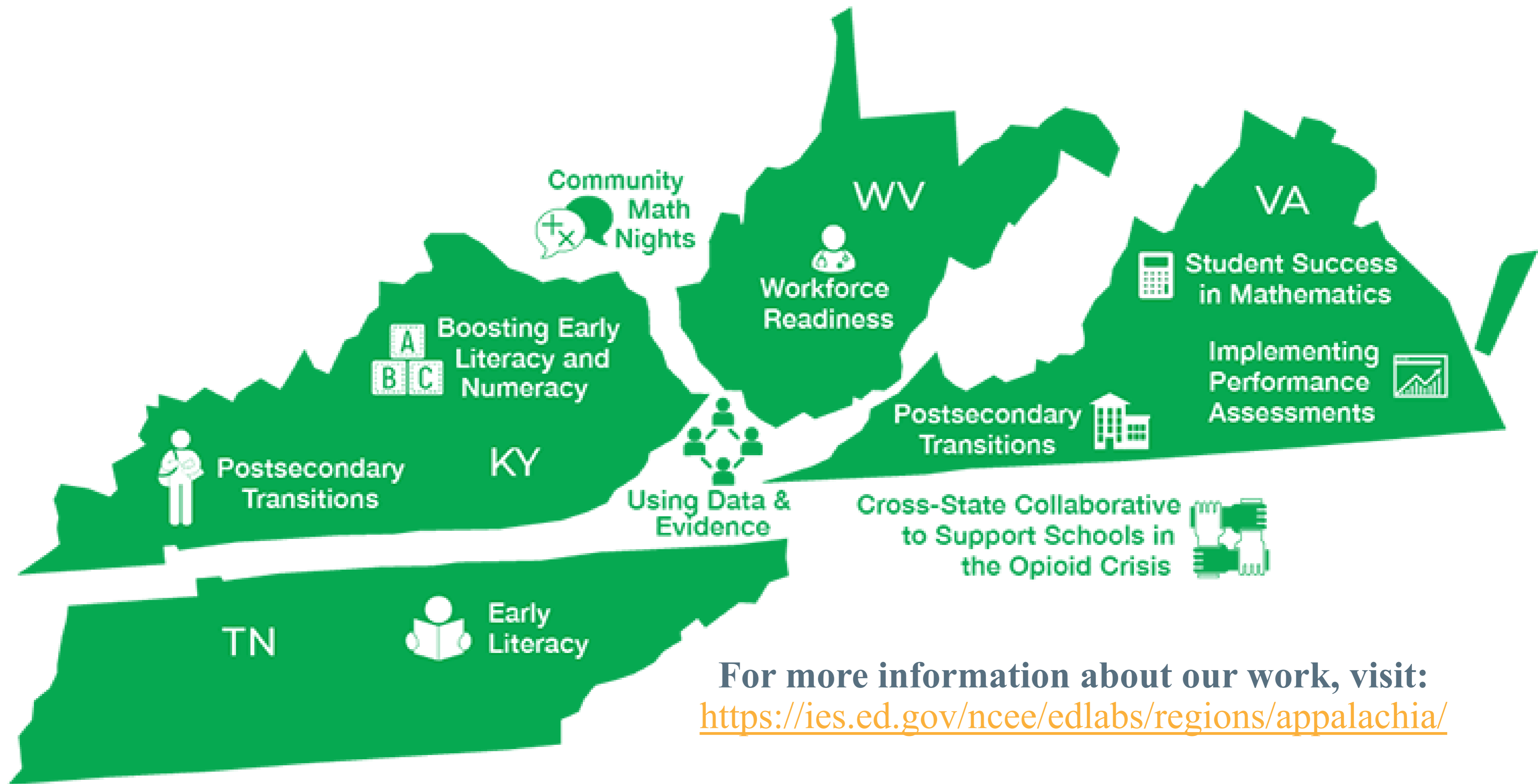
For more information about our work, visit:
https://ies.ed.gov/ncee/edlabs/regions/appalachia/

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**Ask A REL
Reference Desk**

**Supporting
implementation of
ESSA's evidence
provisions**
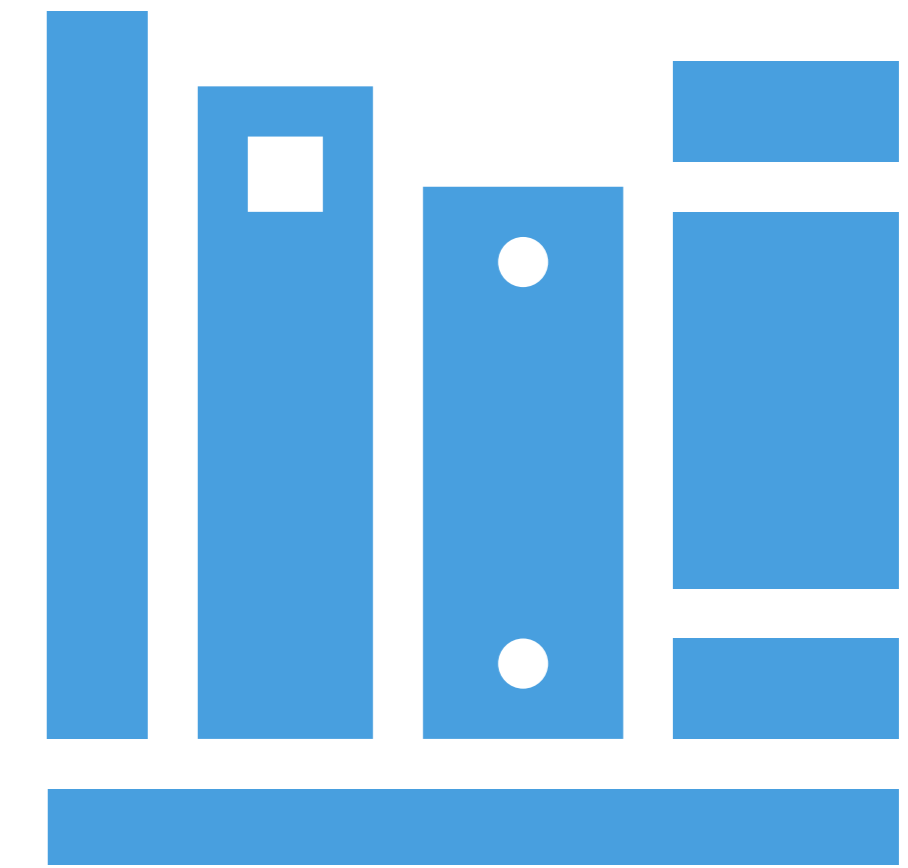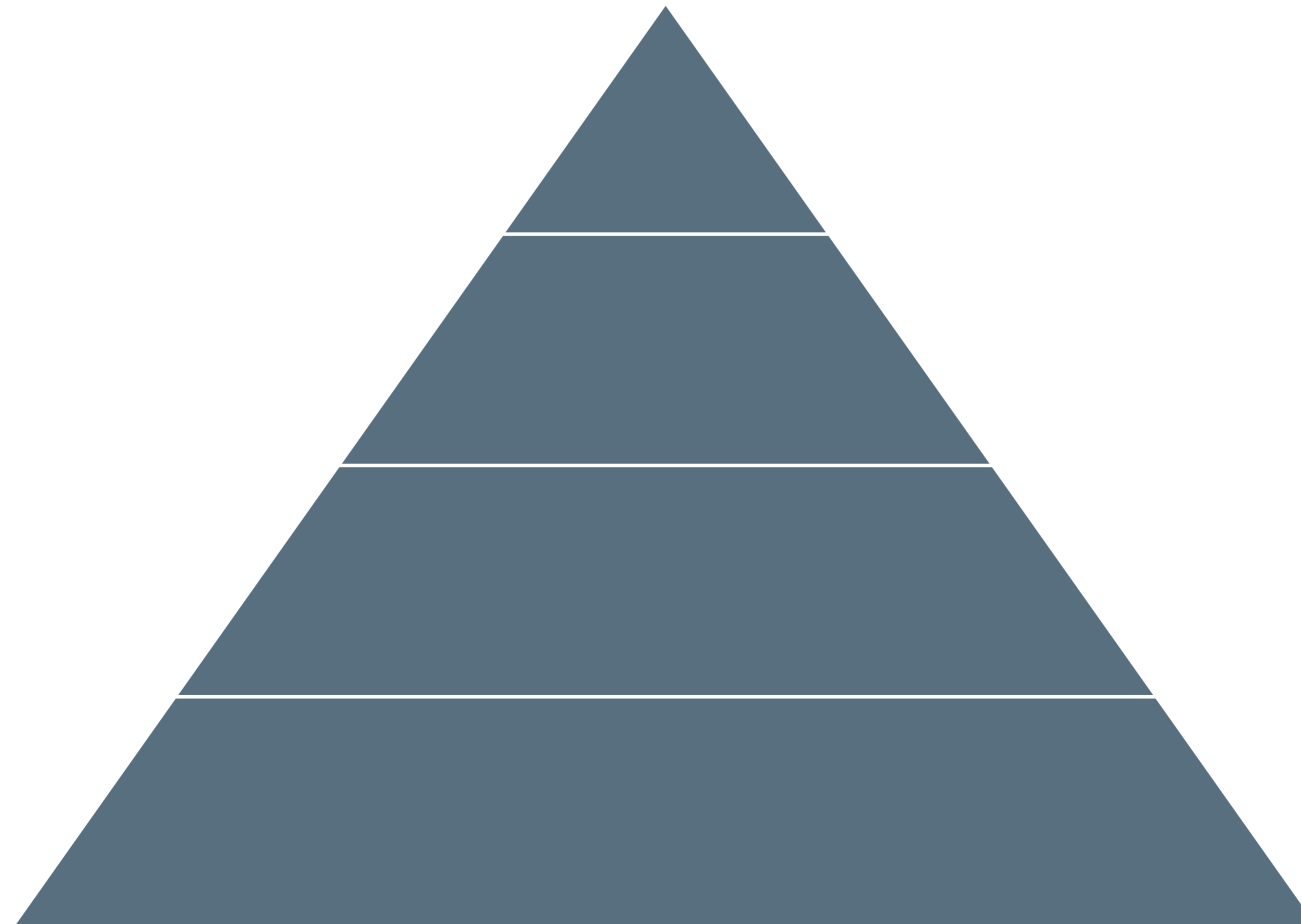
**Resources, tools,
and reports**

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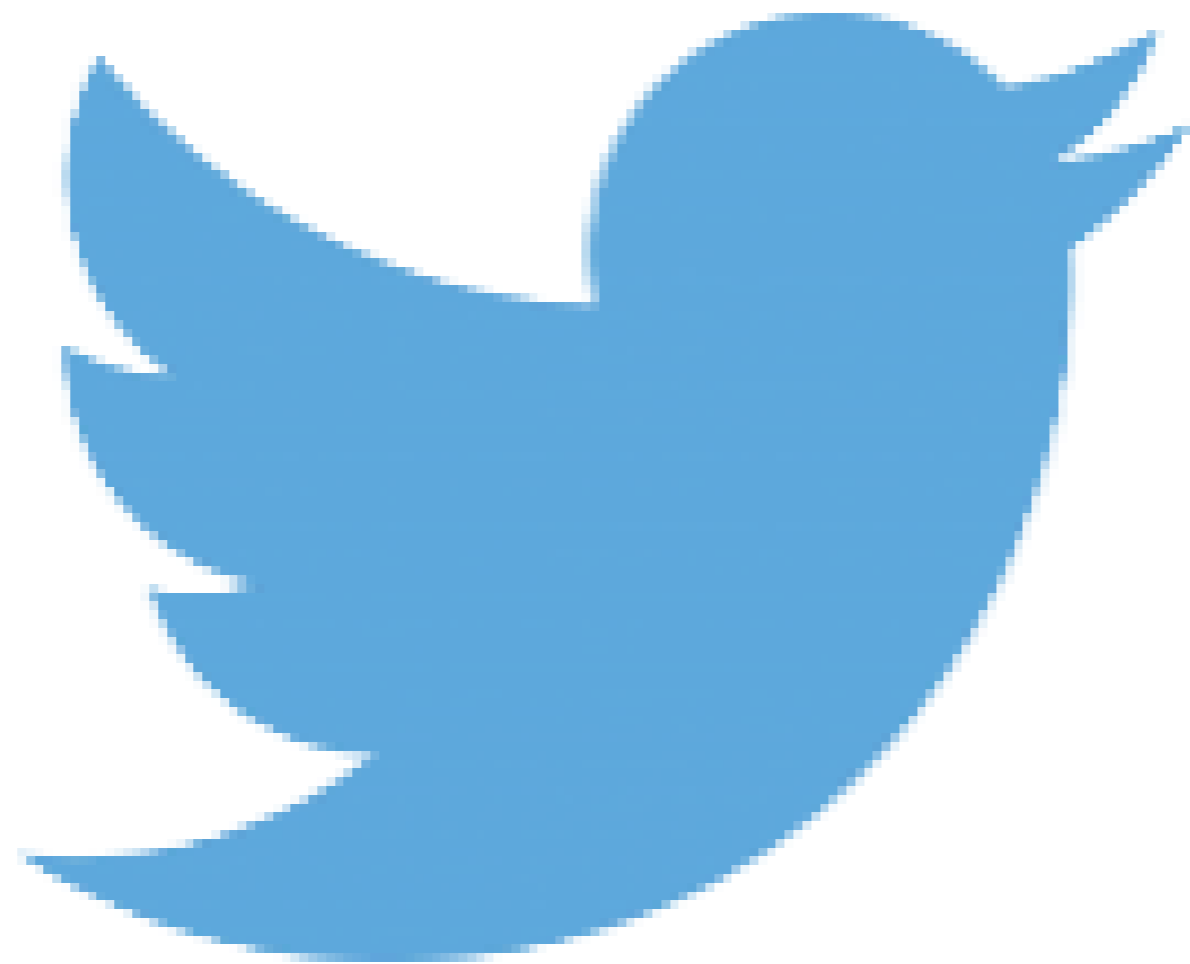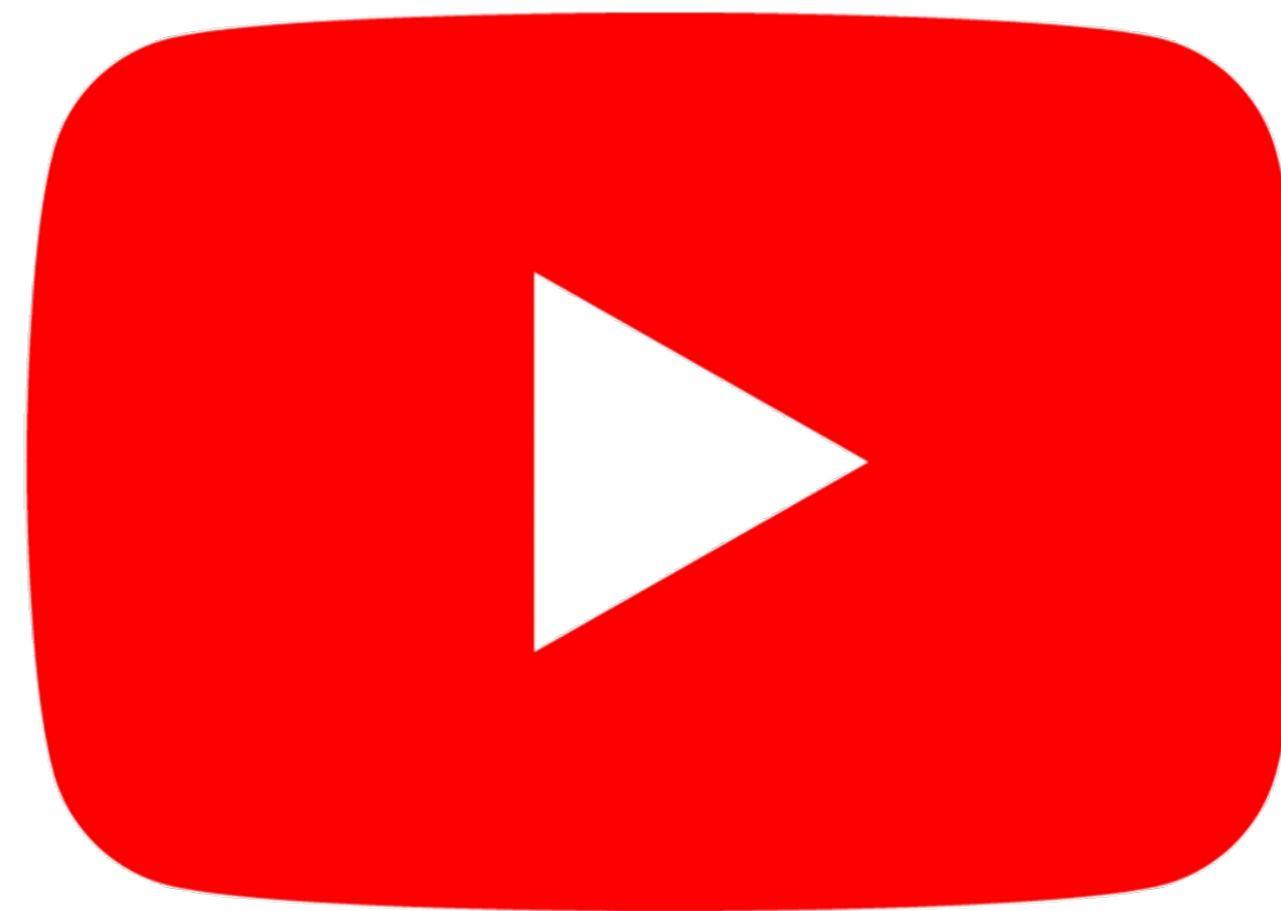
Part three of a three-part professional development series

- REL Appalachia and the West Virginia Department of Education (WVDE) co-developed this professional development series.

- The series includes three modules:
  - Module 1: *Impacts and symptoms of trauma and relevant strategies that you can use to support students*
  - Module 2: *Classroom and school practices to support students experiencing trauma*
  - **Module 3:** *School systems, policies, and procedures to support students experiencing trauma*

- Recordings and materials for Modules 1 and 2 are available on the REL Appalachia website and, for West Virginia educators, recordings will be available in the WVDE Learning Management System (LMS).

Module 3 objectives

Build knowledge about implementing trauma-sensitive school policies, procedures, and systems

- Increase understanding about:
  - Developing a shared vision and common understanding about trauma-sensitive work.
  - Integrating and aligning key elements of trauma-sensitive schools.
  - Monitoring and sustaining progress and impact.

- Trauma-sensitive schools:
  - All aspects of the educational environment are grounded in an understanding of trauma and its impacts.
  - Addressing trauma's impact schoolwide and promoting resilience for all is at the center of the educational mission.

(Cole et al., 2013; Guarino & Chagnon, 2018)

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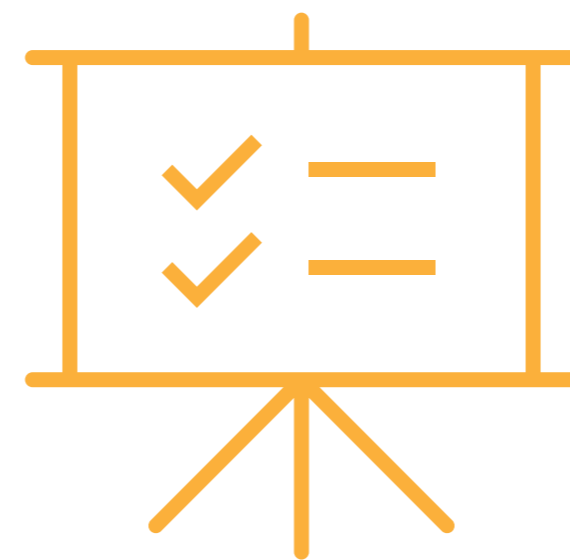
Context for professional development (PD) series on supporting students experiencing trauma

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Student trauma in West Virginia schools

- Traumatic stress induced by family and community opioid use negatively impacts students' well-being and outcomes.

- School staff in West Virginia communities affected by both substance abuse and COVID-19 need support to help students.

- Given the prevalence of these problems that touch all students and families, universal support (for all students) is needed.

- **Schools play a critical role in supporting students experiencing trauma**!

(Chavez & Oetting, 1994; Christle et al., 2005; Jonas et al., 2018; Nastasi et al., 2011; Park et al., 2019; Solis et al., 2012; Velshi, 2019; WVDE, 2019)

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Poll (responses are anonymous)

- To what extent is it a priority at your school to create a trauma-sensitive environment?
  - High priority
  - Medium priority
  - Low priority

- What do you find challenging about creating a trauma-sensitive school environment? Choose all that apply.
  - Developing a shared vision and common understanding about trauma-sensitive work.
  - Integrating and aligning key elements of trauma-sensitive schools.
  - Monitoring and sustaining progress and impact.

Facilitators

Marianna Footo Linz
Marshall University

Conrae Lucas-Adkins
Marshall University

Yunsoo Park
SRI International

Michelle Woodbridge
SRI International

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Preparing to build your trauma-sensitive school

Yunsoo Park
SRI International

Michelle Woodbridge
SRI International

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REL Appalachia at SRI International

Three core domains of trauma-sensitive schools

- Workplace/professional development
  - Learning and shared understanding about trauma and its impacts and why a schoolwide approach is needed.

- Organizational environment and practices
  - Policies and procedures to support students, such as nonpunitive disciplinary practices and protocols for communication and partnerships with families and community agencies.

- Trauma-focused practices
  - Evidence-based tiered supports to address students' social-emotional and behavioral needs that incorporate knowledge about trauma.

(Cole et al., 2013; Guarino & Chagnon, 2018; Hanson & Lang, 2016)

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Importance of school leaders in developing trauma-sensitive schools

We have seen groups work with great energy, without involvement from their leadership, and achieve short-term goals. ***However, sustainability and the capacity to shift the school's ecology require that the principal or headmaster make trauma sensitivity one of the school's priorities and participate as a key member of the coalition****. The principal is needed to make sure all the actions related to trauma sensitivity are woven throughout the school and aligned with other ongoing initiatives, such as bullying prevention, dropout prevention, positive behavioral health, social-emotional learning, and others.''*

(Cole et al., 2013, p. 39)

(Childs-Bowen et al., 2000; Cole et al., 2013; Guarino & Chagnon, 2018; McIntosh et al., 2014; Payne et al., 2006)

Four phases for adopting a trauma-sensitive approach

The framework for today's presentation is from the *Leading Trauma-Sensitive Schools: Action Guide* from the National Center on Safe Supportive Learning Environments (NCSSLE), funded by the U.S. Department of Education, Office of Safe and Healthy Students, which involves four phases:

- **Phase 1: Prepare to adopt a trauma-sensitive approach**
- Phase 2: Envision your trauma-sensitive school
- Phase 3: Align trauma sensitivity with other approaches
- Phase 4: Sustain trauma sensitivity

(Guarino & Chagnon, 2018)
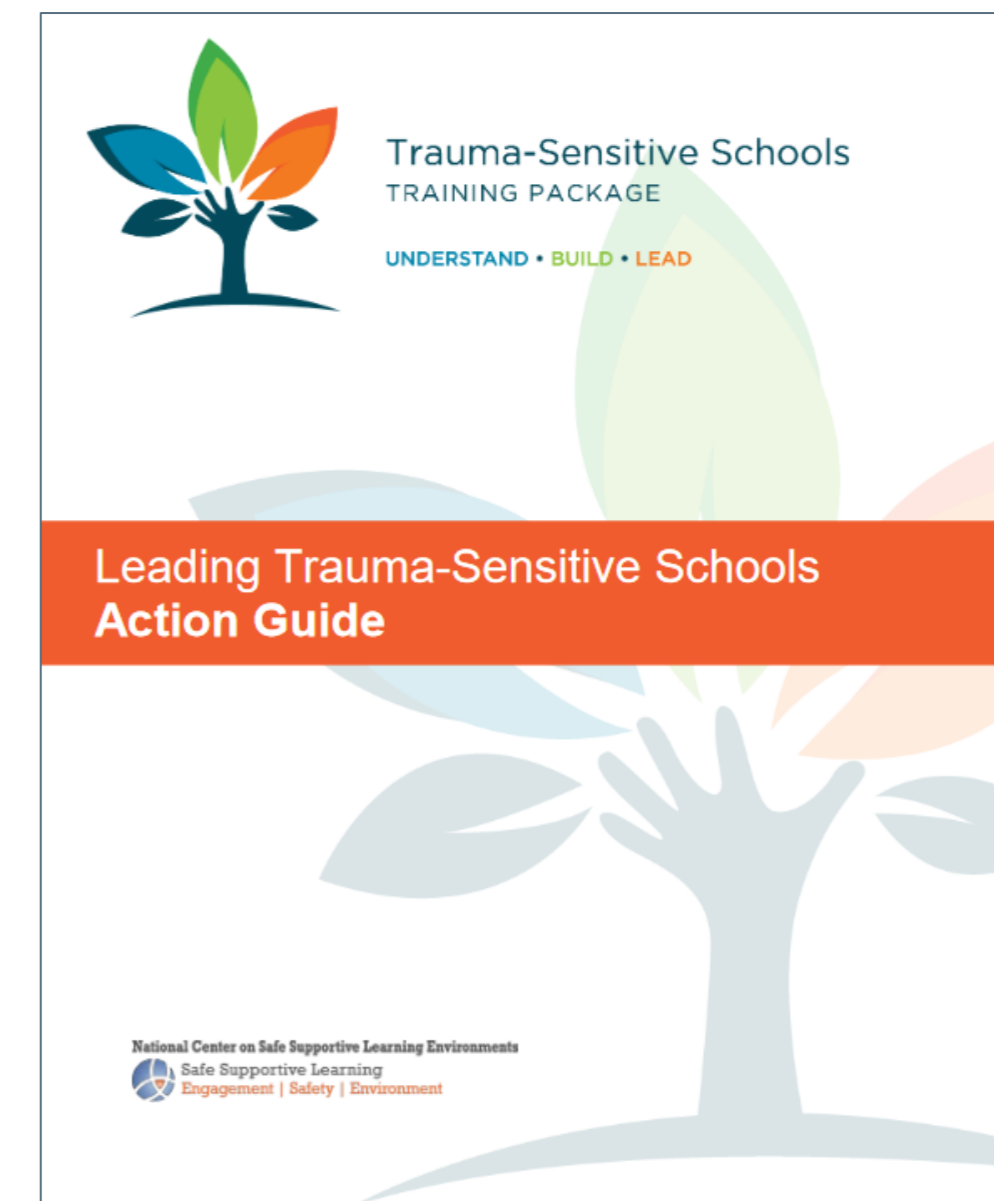
Prepare to adopt a trauma-sensitive approach

Phase 1 includes four main questions:

- "What is our intention as it relates to adopting a trauma-sensitive approach?
- Are all staff on the same page in understanding trauma and trauma sensitivity?
- Do we have the infrastructure in place for supporting schoolwide adoption of trauma sensitivity (e.g., a multidisciplinary trauma-sensitive work group)?
- Are we ready to more fully adopt a trauma-sensitive approach?" (Guarino & Chagnon, 2018, p. 3)

Tell us in the chat:

As you think about your school, which question seems most challenging to address? Consider how a trauma-sensitive approach aligns with or challenges your or your colleagues' personal values and goals.

(Guarino & Chagnon, 2018)

Develop a shared vision, purpose, and ownership

- Connect and network with other administrators who are involved in similar efforts.
- Communicate your commitment and involve staff, students, and families in planning.
- Educate all staff about trauma, its impacts, and trauma-sensitive approaches to build a foundational, shared understanding.
  - Modules 1 and 2 materials from our training series.
  - Trauma-sensitive schools training package from NCSSLE.
- Attend relevant trainings, events, and activities and follow up with staff.

(Guarino & Chagnon, 2018; McIntosh et al., 2016; Payne et al., 2006; Sundborg, 2019)

Establish structures to support, monitor, and sustain practices

- Ensure adequate time, coverage, space, and resources for staff to participate in ongoing trainings and activities.
- Incorporate trauma-sensitive work into other processes and initiatives that are already in place to use resources more efficiently.
  - Consider related topics, such as Positive Behavioral Interventions and Supports (PBIS) or school climate improvement initiatives.
- Develop a multidisciplinary trauma-sensitive workgroup that includes representation from families, students, staff, and community providers.
  - Rotate members to avoid burnout and to allow new and diverse perspectives.

Tell us in the chat:

What kinds of relevant workgroups exist at your school? Who serves in these workgroups?

(Chafouleas et al., 2016; Cole et al., 2013; Eber et al., 2019, 2020; Guarino & Chagnon, 2018)

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Assess readiness for change

- Consider how your school's unique context and organizational culture may impact readiness and preparation. What are some common experiences and values of your students, staff, and families?

- Assess staff readiness for change, including motivation and capacity. Example resources include:
  - The ARTIC, which measures staff attitudes and perceptions about trauma-sensitive approaches.
  - *Leading Trauma-Sensitive Schools: Action Guide*, which includes relevant questions and a staff survey to assess readiness for change (pages 9, 12). Example questions include:
    - o "To what extent is trauma sensitivity seen as a priority compared to other approaches being implemented?" (Motivation)
    - o "How receptive is school staff to change?" (General capacity)
    - o "Who in the school will lead the process and champion trauma sensitivity?" (Intervention-specific capacity)

Tell us in the chat:

How can you hold all staff (including yourself) accountable for readiness?

(Baker et al., 2016; Guarino & Chagnon, 2018; Kataoka et al., 2018; Kingston et al., 2018; Scaccia et al., 2015)

Students and trauma video
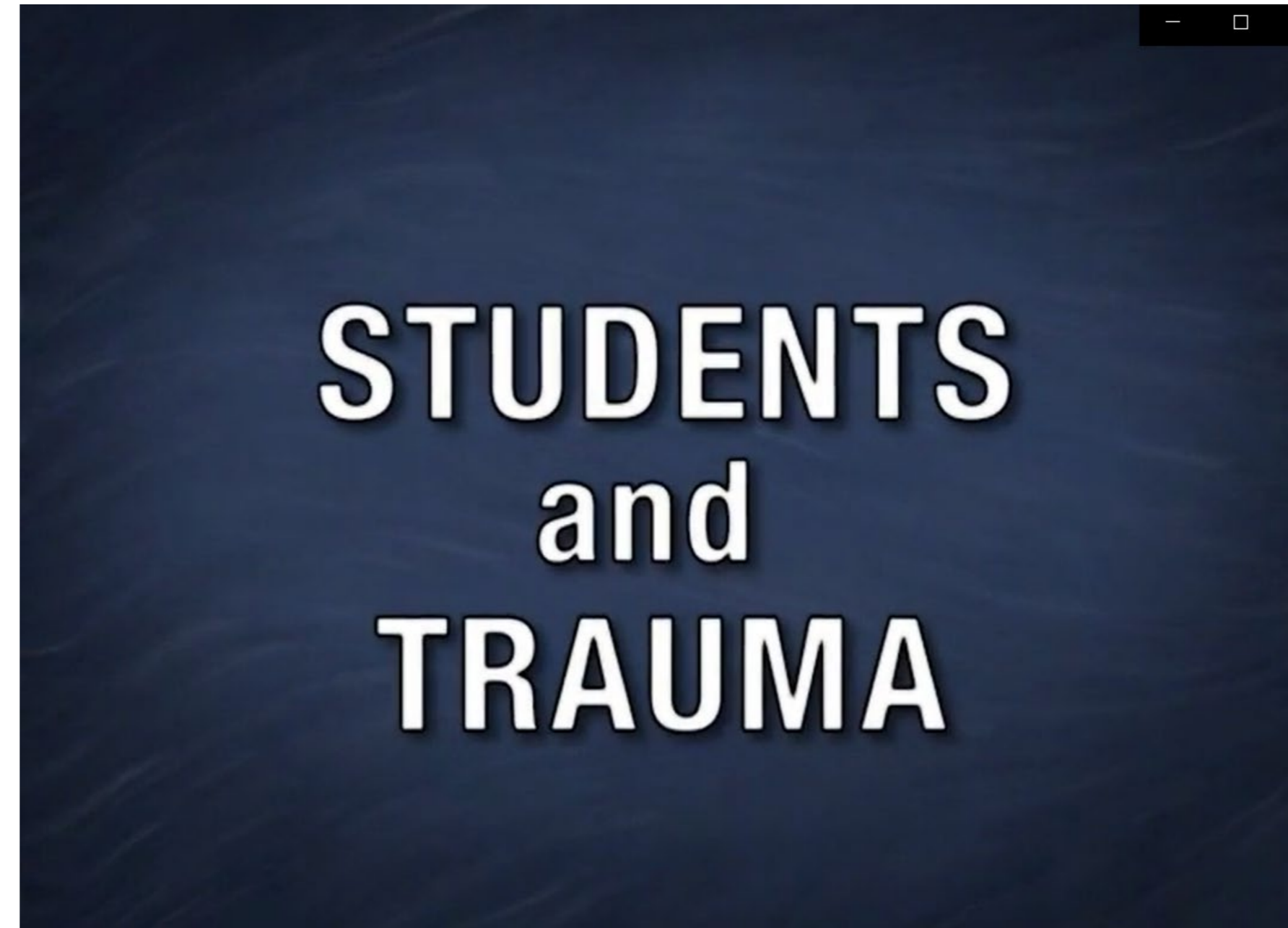
- This video was created by http://traumaawareschools.org – it is freely available on https://cbitsprogram.org/pretraining after registering on the site.

(Cognitive Behavioral Intervention for Trauma in Schools, 2021; Treatment and Services Adaptation Center, 2021)

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Reactions to the video

Tell us in the chat:

What kinds of feelings did the video stir up? How do you think your staff, students, and families would react to the video?

Integrating key elements of trauma-sensitive approaches

Marianna Footo Linz
Marshall University

Phase 2

The framework for today's presentation is from the *Leading Trauma-Sensitive Schools: Action Guide* from the National Center on Safe Supportive Learning Environments (NCSSLE), funded by the U.S. Department of Education, Office of Safe and Healthy Students, which involves four phases:

- Phase 1: Prepare to adopt a trauma-sensitive approach
- **Phase 2: Envision your trauma-sensitive school**
- Phase 3: Align trauma sensitivity with other approaches
- Phase 4: Sustain trauma sensitivity

(Guarino & Chagnon, 2018)
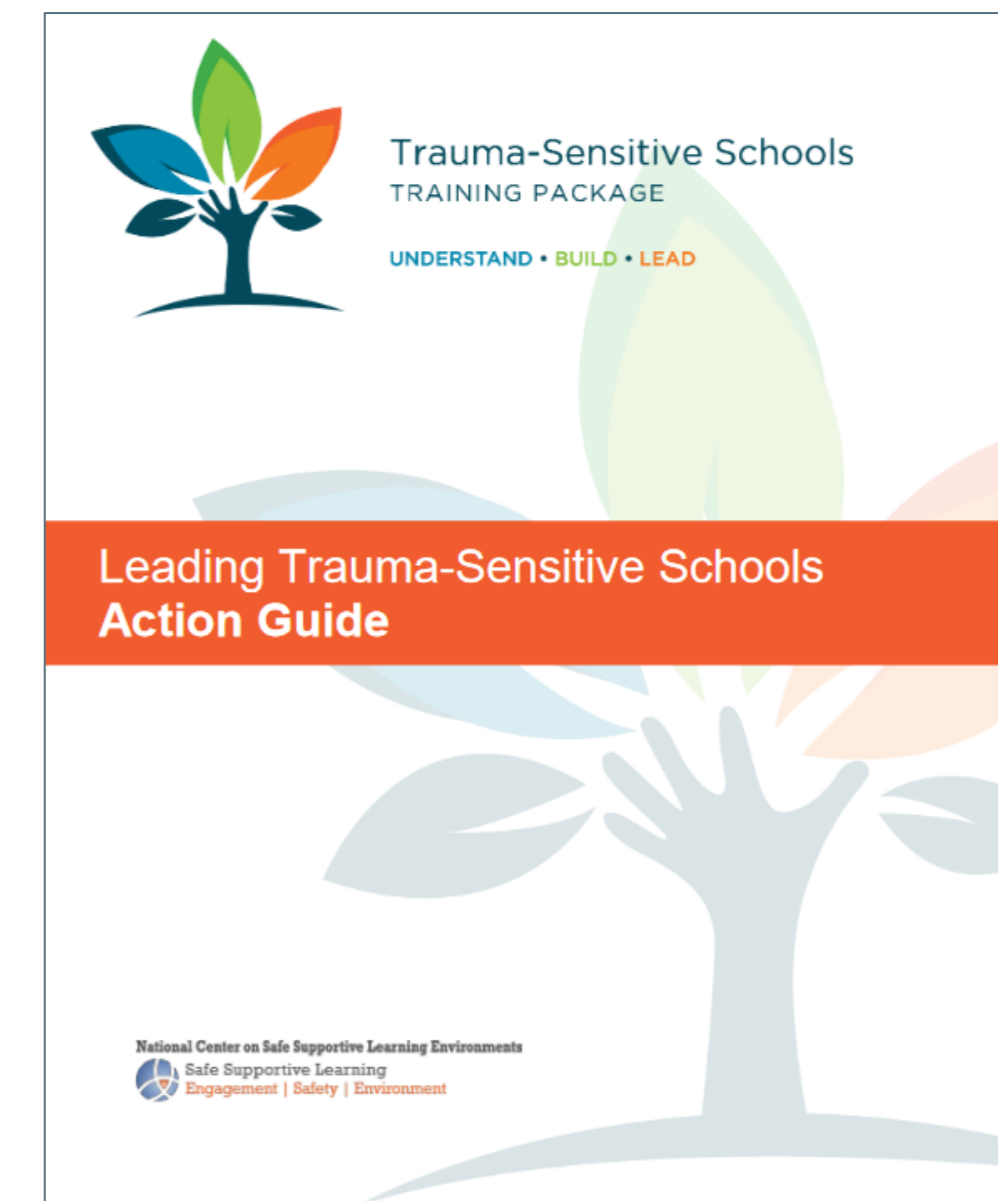
Envision your trauma-sensitive school

Phase 2 includes four main questions:

- "What is our current capacity in schoolwide trauma sensitivity?
- Do we have a plan for how we want to proceed?
- Are we all in agreement with the plan and areas of focus?
- How are we monitoring progress and impact?" (Guarino & Chagnon, 2018, p. 17)

This phase involves:

- Embedding key elements of trauma sensitivity in your school
  - Support staff professional development and well-being
  - Assess students' needs and provide relevant supports
  - Create safe, supportive environments that build social-emotional skills
  - Align and review school policies and procedures
- Monitoring implementation and outcomes (and celebrate!)

(Guarino & Chagnon, 2018)

Images of your trauma-sensitive school

Tell us in the chat:

When you visualize your trauma-sensitive school, what do you see? What images come to your mind?

Embed key elements of trauma sensitivity in your school

- Support staff professional development and well-being.
- Assess students' needs in trauma-sensitive ways and provide relevant supports.
- Create safe, supportive environments that build social-emotional skills and encourage collaborative relationships with students, staff, and families.
- Align and review school policies and procedures with a trauma sensitive approach.

(Guarino & Chagnon, 2018)

Support staff professional development and well-being

- Provide ongoing staff training, support, and supervision about trauma, impacts of trauma, and the importance of self-care/well-being.
- Make sure the focus is on supporting students and families as well as school staff. Staff may experience their own trauma and secondary traumatic stress (STS) or vicarious trauma.
  - Materials from the REL Appalachia training series.
  - Trauma-sensitive schools training package from NCSSLE.
    - Secondary traumatic stress and self-care packet.

(Alisic, 2012; Berger et al., 2016; Berger et al., 2020; Guarino & Chagnon, 2018; Ludick & Figley, 2017; Van der Kolk, 2014)

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Consider a multi-tiered system of supports (MTSS) approach to supporting staff

Intensity of need and response

Tier 3:
Tertiary interventions individualized
- Specific trauma interventions

Tier 2:
Secondary interventions
- For some students exposed/at risk
- Group interventions

Tier 1:
Universal interventions
- For all students
- Preventive, proactive

School-wide strategies for addressing trauma and building resilience
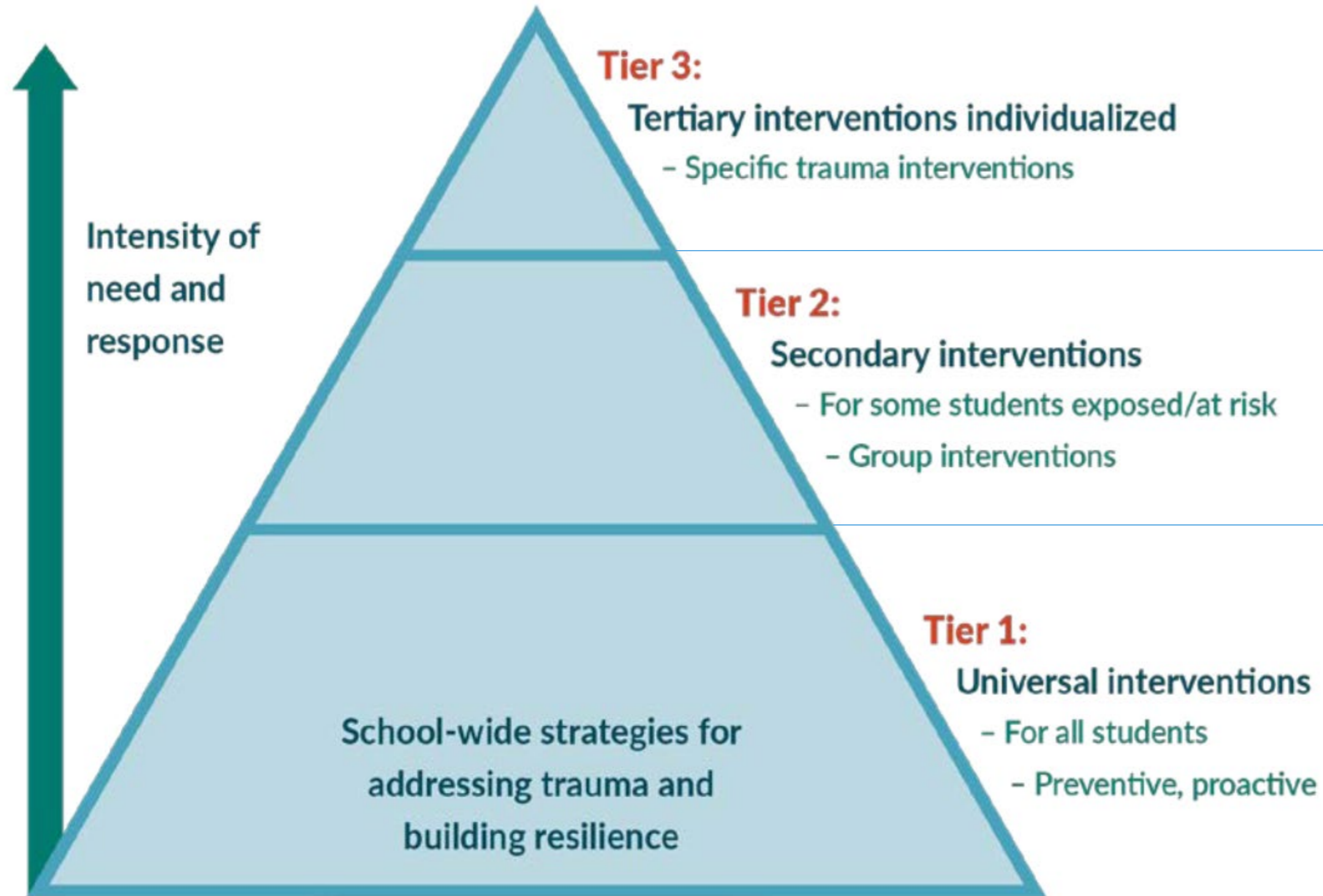
- Employee Assistance Programs
- Community-based behavioral and mental health services
- Virtual support groups

- "Open door/no judgment" policy for concerns and support-seeking
- Staff buddy systems
- Virtual support groups

- Attitude of gratitude
- Staff support spaces
- Community partnerships
- Open communication channels
- Self-care trainings

(Benson, 2018; Fowler, 2015; Hydon et al., 2015; Lever et al., 2017; Parks & Steelman, 2008; Sprang et al., 2018; Von der Embse et al., 2019; Zarate et al., 2019)

Assess students' needs and provide relevant supports

- School staff routinely consider potential trauma history and impacts when conducting assessments.
- Teachers, mental health and behavioral specialists, and other support staff can create tailored assessment procedures and plans with reasonable annual progress goals.
  - West Virginia Support for Personalized Learning (SPL) framework
- School staff bring behavioral concerns to the Student Assistance Team and assess potential triggers in the environment that can be avoided to support more effective learning.
- School staff can use resource mapping to identify and evaluate internal and external supports/services (e.g., across MTSS tiers). See:
  - School Mental Health Quality Guide: Needs Assessment and Resource Mapping
  - Center for Mental Health in Schools at UCLA: Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change

(Goodman et al., 2012; Guarino & Chagnon, 2018; Porche et al., 2016; Sattler, 2014; Shinn & Walker, 2010; WVDE, 2012)

Create safe, supportive environments that build social-emotional skills and encourage collaborative relationships

Tell us in the chat:

What is present in your learning environment that ensures that EVERY STUDENT is seen, heard, missed, valued, appreciated, and included?

- Create safe physical and emotional spaces.

- Encourage emotion- and behavior-regulation strategies.

- Set clear rules and expectations. Consider how disciplinary and teaching practices support a sense of safety.

- Maintain routines and try to minimize transitions as much as possible.

- Model and role-play prosocial behaviors in daily interactions.

- Involve staff, students, and families in planning, feedback, and ongoing communications.

(Bethell et al., 2014; Bundock et al., 2020; Chafouleas et al., 2016; Hardaway et al., 2014; Hart & Risley, 1992; Hinze-Pifer & Sartain, 2018; Hyman et al., 2003; Kliewer et al., 1998; Murthi & Espelage, 2005; Post et al., 2020; Scarpa & Haden, 2006; Sutton et al., 2009; Tatter, 2019; Taylor et al., 2014)

Consider evidence-based social-emotional learning (SEL) programs

- Evidence-based SEL programs:
  - What Works Clearinghouse (WWC) – Behavior: https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior
  - Collaborative for Academic, Social, and Emotional Learning (CASEL) Program Guides: https://casel.org/guide/
  - Navigating SEL from the Inside Out: https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf

- RAND's Social and Emotional Learning Interventions evidence review provides an overview of SEL interventions, including information about whether the programs are included in the three resources above.

(Collaborative for Academic, Social, and Emotional Learning, 2020; Jones et al., 2017)

Align and review school policies and procedures with a trauma-sensitive approach

- Consider your school's mission and policies and how they incorporate trauma sensitivity.
- Review school policies at least annually with input from relevant workgroups, school staff, families, and students. Do the school's policies and procedures make everyone feel safe and supported?
- Minimize punitive approaches to discipline that can contribute to re-traumatization.
- Engage in respectful and open communications with families, students, and staff about trauma-sensitive issues.

Tell us in the chat:
Is there a time when you felt that a policy was so rigid that it got in the way of doing what was best for a student or family?

(Craig, 2015; Dodge, 1980; Guarino & Chagnon, 2018; Paiva, 2019; Phifer & Hull 2016; Plumb et al., 2016; Stewart & Martin, 2018)

Monitor implementation and outcomes (and celebrate!)

- Involve all stakeholders– school staff, parents/caregivers, and students– in the change process and conversations.
- Set up (or recycle) work groups among school staff to monitor and evaluate implementation of new policies.
- Document all goals, action steps, and progress regularly.
- Develop processes to keep everyone informed of work group activities/plans (e.g., online workspace, regular staff meetings) and to gather stakeholder feedback (e.g., surveys, focus groups).
- Document and monitor the appropriate indicators and outcomes and consider and share (and celebrate) the successes. Some examples include:
  – Pre- and post-staff training/PD surveys.
  – Staff self-care plans and checklists.
  – Trauma-sensitive classroom-based strategies.
  – Policy changes.

(Bruns et al., 2016; Cooper et al., 2020; Flannery et al., 2014; Horner et al., 2010; Hughes et al., 2020; Kilgus et al., 2015; Splett et al., 2020)

Break

Optional deep breathing exercise

(Benson et al., 1974; Kim et al., 2013; Perciavalle et al., 2017)

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Aligning and sustaining trauma-sensitive approaches

Conrae Lucas-Adkins
Marshall University

Phases 3 and 4

The framework for today's presentation is from the *Leading Trauma-Sensitive Schools: Action Guide* from the National Center on Safe Supportive Learning Environments (NCSSLE), funded by the U.S. Department of Education, Office of Safe and Healthy Students, which involves four phases:

– Phase 1: Prepare to adopt a trauma-sensitive approach
– Phase 2: Envision your trauma-sensitive school
– **Phase 3: Align trauma sensitivity with other approaches**
– **Phase 4: Sustain trauma sensitivity**

(Guarino & Chagnon, 2018)
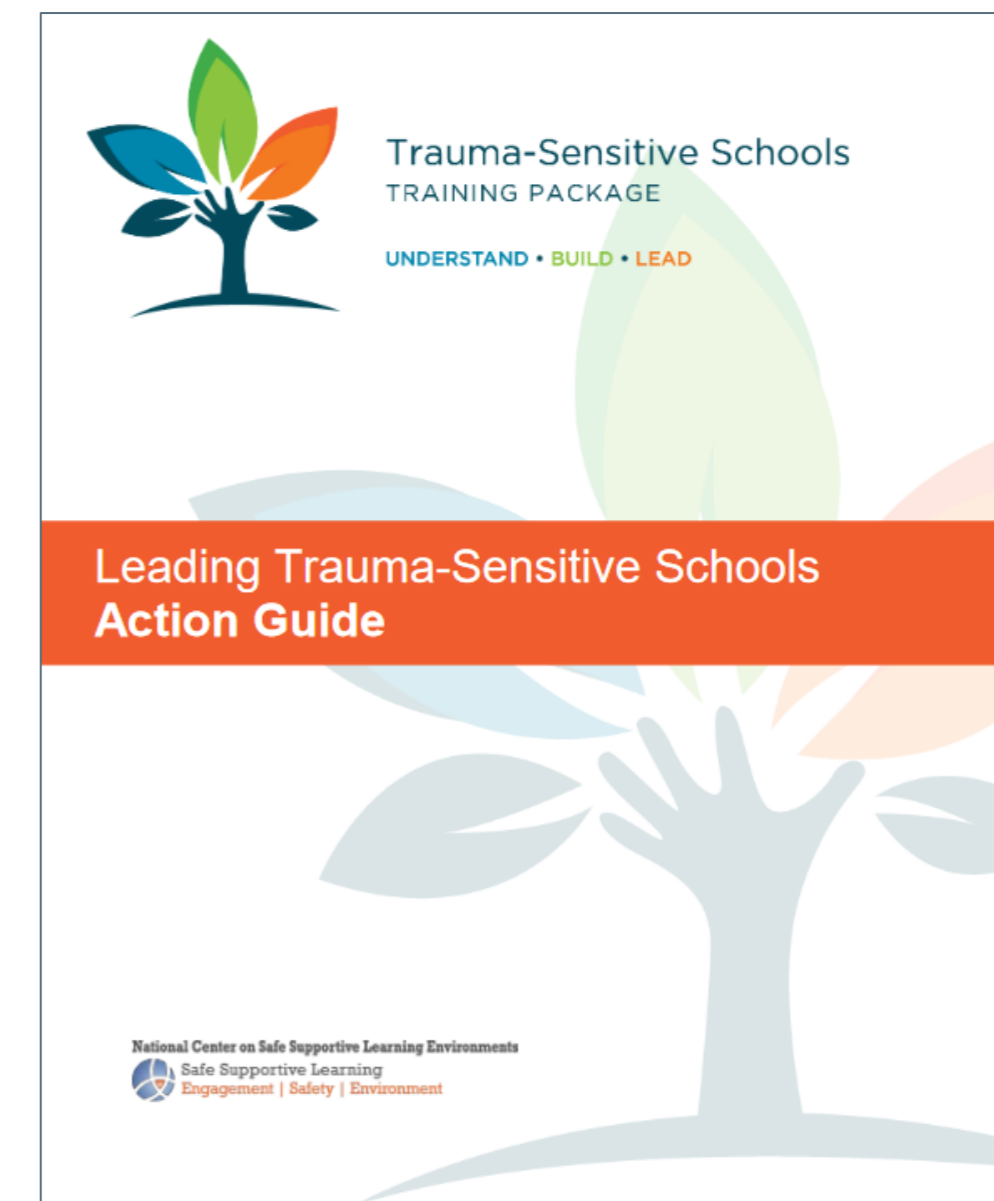
Align trauma sensitivity with other approaches

Phase 3 includes three main questions:

- "How does trauma sensitivity align with other universal approaches used at our school?
- How can professional development opportunities be aligned across approaches?
- How can we embed trauma-sensitive practices into existing structures and processes (e.g., workgroups, implementation and assessment tools)?" (Guarino & Chagnon, 2018, p. 50)

(Bruns et al, 2016; Guarino & Chagnon, 2018; Kilgus et al., 2015; National Association of School Psychologists, 2016a)

Step one: List and leverage what you already have

- Coordinate the efforts already in place.
- Start small and make strategic additions.

Tell us in the chat:

How are existing initiatives/efforts at your school integrated and aligned? If this isn't happening, how can you do so?

- Consider these examples:
  - PBIS/MTSS framework that acknowledges behavior.
  - School-employed mental health providers (counselors, psychologists, social workers).
  - School-based mental health providers (community partners).
  - SEL programs/activities.

(Bruns et al., 2016; Cook et al., 2015; Cowan et al., 2013; Kilgus et al., 2015; National Association of School Psychologists, 2016a; National Association of School Psychologists, 2016b; Pendergast et al., 2018; Reinbergs & Fefer, 2018; Splett et al., 2017)

Step two: Identify overlaps and gaps to plan action steps

Step 1:
List and leverage what you already have

+

Step 2:
Identify overlaps and gaps to plan action steps

=

Strengthened supports and connected systems
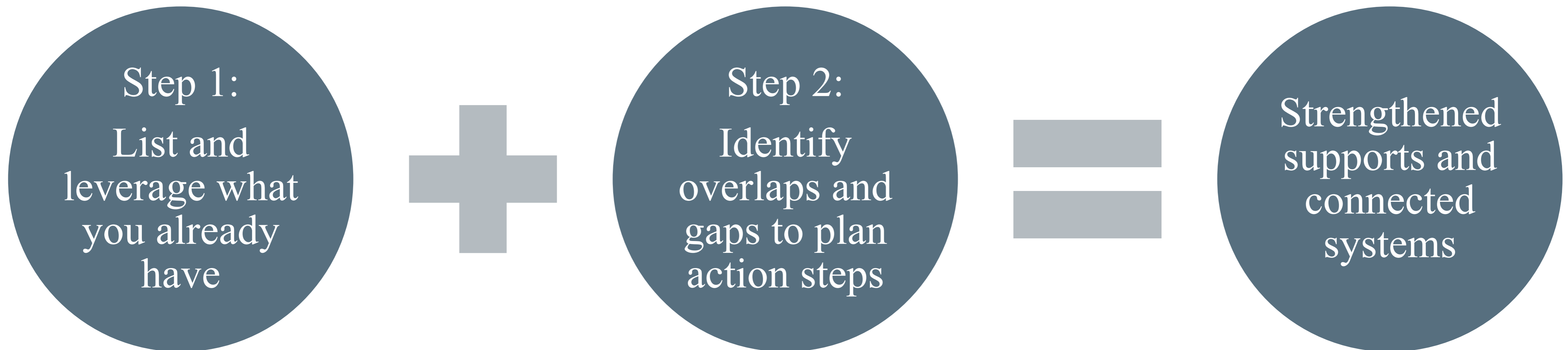
(Barrett et al., 2019; Bruns et al., 2016; Splett et al., 2017; Weist, 2003)

Action planning template

- **Key objective**: What is your goal for implementing a trauma-sensitive school?
- **Action steps**: What are explicit steps that need to be taken to achieve your goal(s)?
- **Timeframe**: What are specific dates to achieve action steps and goals?
- **Lead/team**: Who are the primary person(s) responsible for ensuring that action steps and goals are achieved?
- **Resources have/need**: What are some internal and external resources to achieve action steps and goals?
- **Benchmarks of success**: What are some realistic ways to measure success?

(Guarino & Chagnon, 2018)

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A closer look: Investigating our supports

Intensity of need and response

Tier 3:
Tertiary interventions individualized
– Specific trauma interventions

Tier 2:
Secondary interventions
– For some students exposed/at risk
– Group interventions

Tier 1:
Universal interventions
– For all students
– Preventive, proactive

School-wide strategies for addressing trauma and building resilience
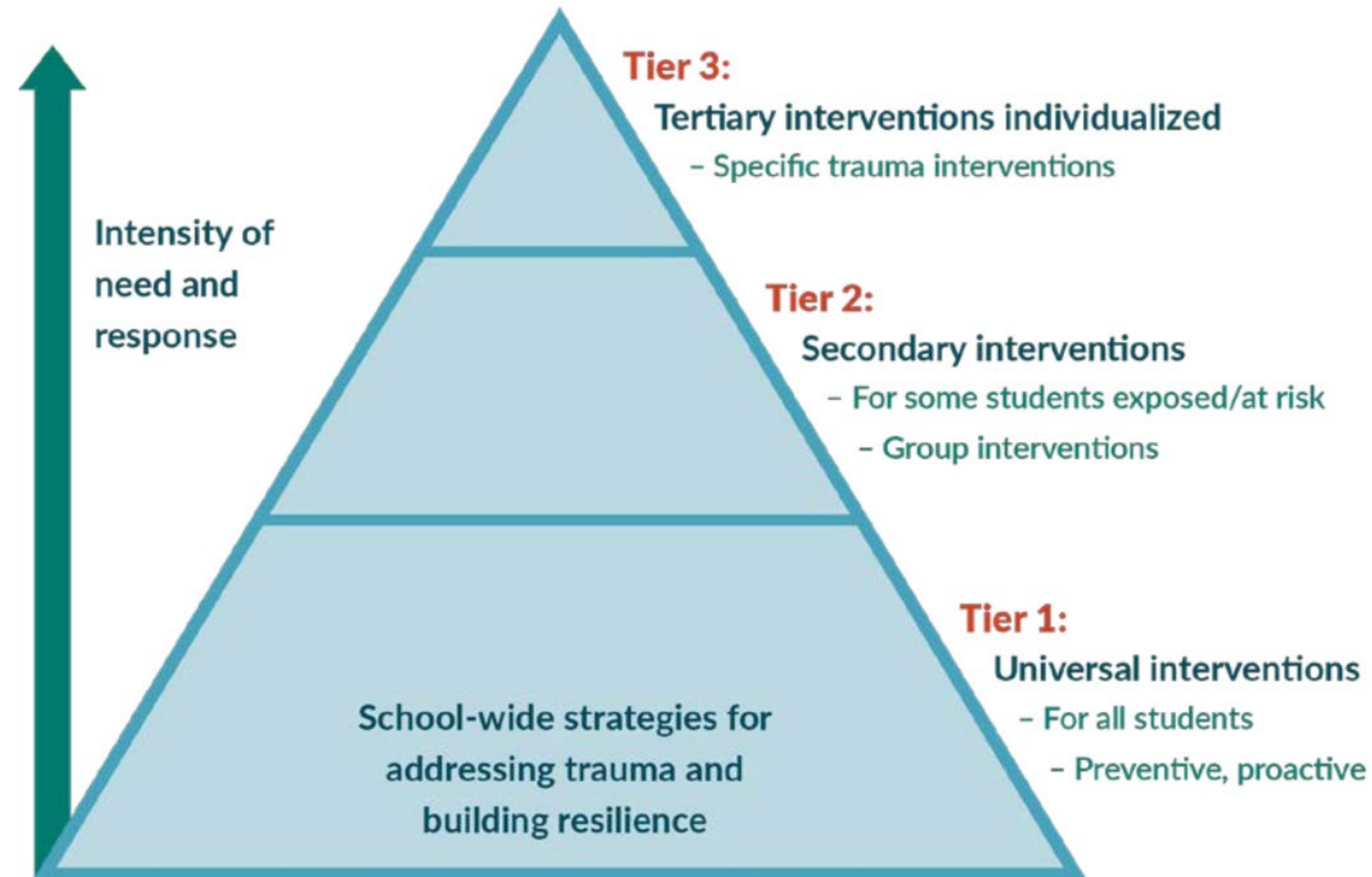
(Bruns et al., 2016; Cook et al., 2015; Cowan et al., 2013; Guarino & Chagnon, 2018; Kilgus et al., 2015; National Association of School Psychologists, 2016a, 2016b)

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Tier 1 supports within school A

Support	Responsible parties	Communication system	Data sources
Teaching behavior expectations to all students	Teachers, support staff, administrators, PBIS team	Yes/No	
Mindfulness/self-regulation practice part of daily schedule for all students	Teachers, support staff, administrators, mental health providers	Yes/No	
SEL goals embedded into language arts and math	Teachers, support staff, mental health providers	Yes/No	
Check in– "Morning Meetings"	Teachers, support staff, mental health providers	Yes/No	

Tell us in the chat:

What other options can go in these cells? What are some ideas for the data sources? What kind of communication systems do you have?

(Bannirchelvam et al., 2017; Cavanaugh, 2016; Klingbeil et al., 2017; MacCann et al., 2020; Rush et al., 2017; Reinbergs & Fefer, 2018)

Tier 2 supports within school A

Support	Responsible parties	Communication system	Data sources
Screening and progress-monitoring system	Teachers, administrators, mental health staff	Yes/No	Observations; record reviews; formal screening tools, etc.
Small group skill-building opportunities (time built into school day)	Teachers, administrators, mental health staff		
Targeted, daily check-in/check-out system with small group			
SEL theme implementation across all content areas; explicit teaching			

Tell us in the chat:

How might you fill out some of these cells based on your school?

(Cowan et al., 2013; Crosby, 2015; Kilgus et al., 2015; Maroney, 2020; Miller et al., 2015)

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Tier 3 supports within school A

Support	Responsible parties	Communication system	Data sources
Screening and progress monitoring			
Individual counseling/psychotherapy for trauma-exposed students from school mental health providers			
Individual counseling/psychotherapy offered by community behavioral healthcare partners			
Functional Behavior Assessments and Individualized Support Plans			

Tell us in the chat:

How might you fill out some of these cells based on your school?

(Anderson et al., 2015; Báez et al., 2019; Farmer & Floyd, 2016; Moulton et al., 2019; Naik, 2019; Oram et al., 2016; Pennington et al., 2019; Pinkelman & Horner, 2017; Reinbergs & Fefer, 2018; Rishel et al., 2019; Walker et al., 2018)

Sustain trauma sensitivity

Phase 4 includes six main questions:

- "What is/isn't working?
- Are any adjustments or modifications needed?
- What is missing?
- How do we keep what's working?
- How do we communicate the lessons learned/findings to others?
- What else can we do?" (Guarino & Chagnon, 2018, p. 54)

(Guarino & Chagnon, 2018; Pendergast et al., 2018)

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Steps to sustaining trauma sensitivity in schools

- Maintain trauma-sensitive work groups.
  - Involve other relevant work groups and the broader school community.
- Evaluate implementation and impact.
  - Train staff to use qualitative and quantitative data to make decisions.
- Respond to changing needs.
  - Be nimble and provide additional skills-building opportunities for staff.
- Review and update action plans.
  - Ensure that staff, family, and student feedback inform goals and plans.
- Build communities of practice.
  - Provide opportunities for groups to interact regularly across schools and districts.
- Educate and learn from others.
  - Connect with community partners and create tasks forces.

(Báez et al., 2019; Bruns et al., 2016; Cowan et al., 2013; Crosby, 2015; Guarino & Chagnon, 2018; Kilgus et al., 2015; Pendergast et al., 2018)

Wrap-Up and Next Steps

Lydotta Taylor
L-evation

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Reflecting on the day

What is something we discussed that **squared** with your experience?

What are **three points** you want to remember?
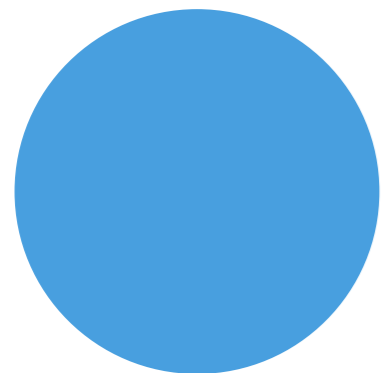
What is a lingering question still going **around** in your mind?

Addressing Trauma in Educational Settings series

- Upcoming drop-in virtual office hours:
  – April 6, 2021: 3:30 – 4:30 p.m. EDT
  – April 15, 2021: 3:30 – 4:30 p.m. EDT

- **Module 1:** Impacts and symptoms of trauma and relevant strategies to support students
- **Module 2:** Classroom and school practices to support students experiencing trauma
  – Recording and materials for Modules 1 and 2 are available on the REL Appalachia website. Recordings will also be available on the WVDE LMS platform.
- **Module 3:** School systems, policies, and procedures to support students experiencing trauma
  – Materials and recording will be available on the REL Appalachia website and WVDE LMS platform.
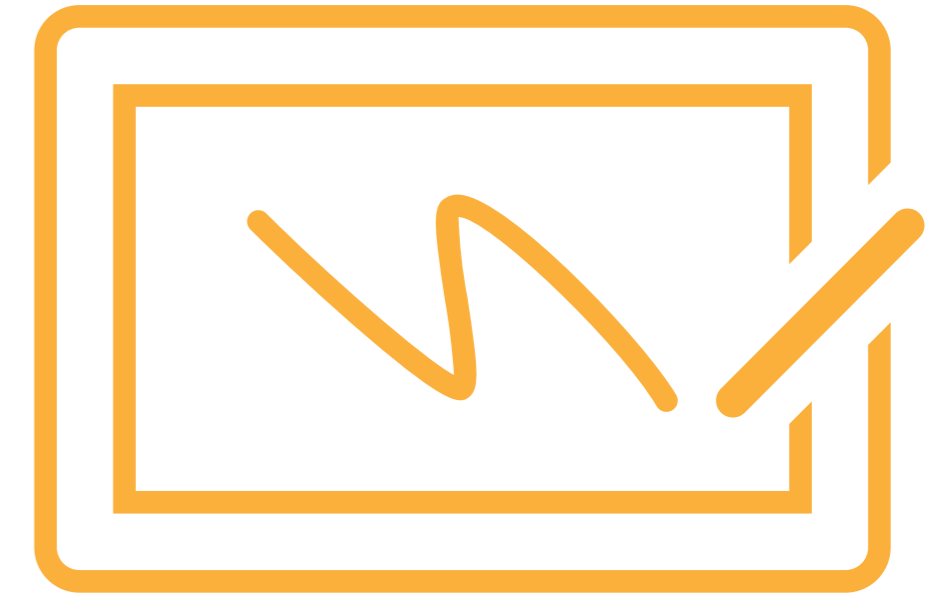
Stakeholder Feedback Survey (SFS)

- Please complete our survey for feedback on this module (link in the chat). We will also send it out via email afterwards. The survey should take ~5–10 minutes to complete. **Your feedback is very important**. Thank you in advance!

Questions?

Thank you!

🖥️ https://ies.ed.gov/ncee/edlabs/regions/appalachia

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