Addressing Trauma in Educational Settings

Module 2: Implementation of practices and strategies to support students and educators
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda item</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 – 10:15 a.m.</td>
<td>Welcome and overview</td>
</tr>
<tr>
<td>10:15 – 10:40 a.m.</td>
<td>Using a multi-tiered framework to identify and address needs</td>
</tr>
<tr>
<td>10:40 – 11:05 a.m.</td>
<td>Overcoming common barriers with promising practices</td>
</tr>
<tr>
<td>11:05 – 11:10 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:10 – 11:45 a.m.</td>
<td>Developing a trauma-informed classroom to support students and educators</td>
</tr>
<tr>
<td>11:45 a.m. – 12:00 p.m.</td>
<td>Wrap-up, next steps, and Q&amp;A</td>
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</table>
Welcome and Overview

Lydotta Taylor
L-evation
The Regional Educational Laboratories

* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map.
The RELs carry out three main activities

• Provide educators and other stakeholders with training, coaching, and technical support in using research findings and evidence in the classroom to improve teaching and learning.

• Conduct a wide variety of applied research studies.

• Disseminate findings from research in ways that educators and policymakers can use in practice.
Supporting implementation of ESSA’s evidence provisions

Ask A REL Reference Desk

Just-in-Time Studies
Part two of a three-part professional development series

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

• The series include 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 will be available on the REL Appalachia website and, for West Virginia educators, in the WVDE Learning Management System (LMS).
Module 2 objectives

Building knowledge about implementing strategies and practices to support students and educators

• Increase understanding of:
  – Multi-tiered framework to identify and address needs related to trauma.
  – Promising practices to address common barriers in implementing supports.
  – Trauma-informed strategies to support students and educators in the classroom.
Context for professional development (PD) series on supporting students experiencing trauma
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)
What are you most looking forward to learning about today?

• Please tell us in the chat.
Poll (responses are anonymous)

• To what extent do you feel you can support students who are experiencing trauma?
  – Very well
  – Somewhat well
  – Not well
Facilitators

Marianna Footh Linz
Marshall University

Conrae Lucas-Adkins
Marshall University

Yunsoo Park
SRI International
Using a Multi-Tiered Framework to Identify and Address Needs

Yunsoo Park
SRI International
Tiered approach to support students experiencing trauma

(National Center on Safe Supportive Learning Environments, 2020)
Selecting the right interventions to support students’ mental health needs

Source: https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout1_selecting-right-interventions-to-support-students-mental-health-needs.pdf

(REL Appalachia at SRI International, 2020a; SAMHSA, 2018)
What are students’ mental health challenges (and strengths)?

What are stressors related to these challenges?

How are these challenges manifested at school?

Data

Data

Data
Using data to understand needs

<table>
<thead>
<tr>
<th>What can data reveal?</th>
<th>What are potential sources of the data?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ general patterns of behavior and emotional well-being</td>
<td>Student health surveys, school climate surveys, social-emotional learning (SEL) assessments</td>
</tr>
<tr>
<td>Students who may be experiencing, or at risk for, emotional and behavioral challenges</td>
<td>Disciplinary records, attendance, school nurse visits, referrals to school social worker/counselor, behavior screeners/assessments</td>
</tr>
<tr>
<td>Students who may be at risk for specific mental health disorders</td>
<td>Mental health screeners/assessments, disciplinary records, referrals to school social worker/counselor</td>
</tr>
<tr>
<td>The impact of interventions and supports over time on students’ progress</td>
<td>Tailored progress monitoring tools, behavior and mental health assessments, grades, disciplinary records, attendance</td>
</tr>
</tbody>
</table>
Poll (responses are anonymous)

• What data sources do you use often to assess and understand students’ well-being and risks? Check all that apply:
  – Attendance
  – Grades
  – Disciplinary records
  – Referrals to school social worker/counselor or school nurse visits
  – Surveys (student health, school climate)
  – SEL assessments
  – Behavior and mental health screeners/assessments
  – Progress-monitoring tools
How do we collect data about needs in culturally responsive ways?

• Consider the context “beyond the data.”
  – Culture
  – Socioeconomic status
  – Race and ethnicity
  – Language and literacy

• Request assistance from translators and liaisons.

• Develop relationships with families and caregivers.

• Adapt for an online environment.
  – Use breakout rooms to meet with students in smaller groups.
  – Consider using digital applications (apps).

(Mason et al., 2014; Reynolds & Ramsay, 2003; Van de Vijver & Tanzer, 2004)
Examine current efforts and resources

Current interventions in your schools

Resources partners can make available

Resources available in your schools
Resource mapping

• Use resource mapping to identify and evaluate internal and external supports/services across MTSS tiers:
  – University of Maryland, National Center for School Mental Health: 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
Select interventions that fit your needs & context

Which intervention(s) will meet our students’ needs and context?

Which intervention(s) can we implement given existing resources?

Which intervention(s) are most likely to be effective?

Which intervention(s) are most likely to get buy-in from stakeholders?

Source:
Menu of Trauma-Informed Programs for Schools

• Organizes trauma-informed school-based **programs by tier**, including tier 1, tier 2–3, and multi-tiered (all three) programs.

• Provides **basic information** about programs (e.g., intended audience, grade level) in Program Descriptions (blue table, pages 2–4).

• Provides details about **resources needed** to implement programs and relevant **research evidence** in Implementation Information (purple table, pages 5–10).

*(REL Appalachia at SRI International, 2020b)*
### Tier 2: Targeted support for some students and Tier 3: Intensive support for a few students

<table>
<thead>
<tr>
<th>Program Name (and developers)</th>
<th>Program Description</th>
<th>Grade</th>
<th>Participants</th>
<th>Program Setting</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bounce Back (Langley &amp; Jaycox)</td>
<td>A school-based group intervention for students exposed to stressful and traumatic events.</td>
<td>K–5</td>
<td>All Students, Educators, Specific Sub-Groups: Children from diverse ethnic/social backgrounds exposed to traumatic events.</td>
<td>Small groups at school</td>
<td>An adaptation of the Cognitive Behavioral Intervention for Trauma in Schools (see description below) that includes increased parental involvement that is appropriate for younger school children.</td>
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<td>Program Description</td>
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## Implementation Information table

### Tier 2: Targeted support for some students and Tier 3: Intensive support for a few students

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Resource Intensity¹</th>
<th>Who Implements¹</th>
<th>Professional Development/Training</th>
<th>Materials and Cost</th>
<th>Implementation Timeframe</th>
<th>Level of Evidence¹</th>
<th>Evaluation Information²</th>
<th>Findings³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bounce Back</td>
<td>High</td>
<td>Mental health professionals</td>
<td>1- to 2-day in person training, free online training resources, potential ongoing implementation support by developer.</td>
<td>Implementation manual and workbook, free downloadable sample materials and forms, robust online community of practice.</td>
<td>Weekly 45- to 60-minute group sessions plus two or three 45- to 60-minute individual sessions over 10 weeks.</td>
<td>Promising (OJJDP)</td>
<td>Some evidence for... Students: Improved PTSD/trauma and anxiety symptoms, social adjustment, behaviors, emotional expression, and coping skills; decreased depression symptoms. Relevant research was conducted with racially and ethnically diverse children exposed to a range of traumatic events in urban settings.</td>
<td></td>
</tr>
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</tr>
</tbody>
</table>
### Tier 2: Targeted interventions for at-risk or identified at-risk students

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Resource Intensity</th>
<th>Who Implements</th>
<th>Evaluation Information²</th>
<th>Findings¹</th>
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</thead>
<tbody>
<tr>
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<td>High</td>
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<td>Some evidence for...</td>
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</tbody>
</table>

¹ Level of Evidence: Promising (OJJDP)

² Evaluation Information: [Link to more details](https://www.example.com)
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Effects</td>
<td>Programs have strong evidence indicating that they did not achieve their intended outcomes when implemented with fidelity.</td>
</tr>
<tr>
<td>Promising</td>
<td>Programs have some evidence indicating they achieve their intended outcomes. Additional research is recommended.</td>
</tr>
<tr>
<td>Effective</td>
<td>Programs have strong evidence indicating they achieve their intended outcomes when implemented with fidelity.</td>
</tr>
</tbody>
</table>

OJJDP
For more information, visit: [https://www.ojjdp.gov/MPG/Home/About/](https://www.ojjdp.gov/MPG/Home/About/)
Consider this scenario

You are the principal of a middle school in a rural community.

• You’ve noticed that some students are struggling with attendance and have increasing numbers of behavioral incidents relative to prior years.
• You interact with many families in the community and are aware that many students are living with grandparents as their primary caregivers.
• In addition, based on data from the local health department and your relationships with staff, students, and families, you are aware that family- and community-based substance abuse is prevalent, and there is a high rate of housing and food insecurities.
• You would like to help your students, but you do not have a large budget or a full-time mental health professional at the school.

• Let’s discuss in the chat...
Overcoming Common Barriers with Promising Practices

Conrae Lucas-Adkins
Marshall University
Barrier 1: Culture and community

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Promising practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex, multi-layered relationships with irregular boundaries between school, home, and community</td>
<td></td>
</tr>
<tr>
<td>Self-fulfilling prophecy; deficit thinking</td>
<td></td>
</tr>
<tr>
<td>“That’s not the way we do things here;” resistance to change</td>
<td></td>
</tr>
</tbody>
</table>

(Morgan et al., 2020; Pinkelman et al., 2015; Thomas & Brossoie, 2019)
Barrier 1: Culture and community (continued)

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Promising practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex, multi-layered relationships with irregular boundaries between school, home, and community</td>
<td>Ongoing reflection and recognition of biases</td>
</tr>
<tr>
<td>Self-fulfilling prophecy; deficit thinking</td>
<td>Culturally responsive teaching</td>
</tr>
<tr>
<td>“That’s not the way we do things here;” resistance to change</td>
<td>Increasing awareness and understanding of trauma</td>
</tr>
</tbody>
</table>

(Ladson-Billings, 1994; Morgan et al., 2020; Rychly & Graves, 2012; Thomas & Brossoie, 2019)
Promising practices in action: The culturally responsive classroom

• Interview students: Build relationships through conversations.
• Use student input to create a “classroom family” culture.
• Encourage students to propose ideas for projects.
• Present new concepts using student vocabulary.
• Use learning stations.
• Establish cooperative base groups.
• Involve families.

• What does this look like in a virtual world?
  – Spend 1–2 minutes with each student before or after class to learn more about them.
  – Use breakout rooms with rotating groups of students.
  – Use digital applications to build relationships and encourage caregivers to share information.

(Brown University, 2020; Guido, 2017; Ladson-Billings, 1994; Rychly & Graves, 2012)
## Barrier 2: Money

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Promising practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring staff</td>
<td>Free training materials and resources; curated resources offered by REL Appalachia and WVDE</td>
</tr>
<tr>
<td>Purchasing materials</td>
<td>Funding opportunities from state/federal agencies</td>
</tr>
<tr>
<td>Training costs</td>
<td>Partnerships and collaborations (e.g., neighboring districts, educational service centers, universities)</td>
</tr>
</tbody>
</table>

*(McDaniel et al., 2018; Pinkelman et al., 2015)*
Promising practices in action: REL Appalachia

- Regional Educational Laboratory, Appalachia (REL Appalachia) resources
Ask A REL

• Collaborative reference desk service functions like a technical reference library.
• Provides references, referrals, and brief responses in the form of citations to education-related questions.
• Organizes responses into a range of categories, including behavior and mental health, research tools, and teacher preparation and effectiveness.

• If you have a specific question, contact your REL directly: https://ies.ed.gov/ncee/edlabs/askarel/
<table>
<thead>
<tr>
<th>Month</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2020</td>
<td>What challenges do students experience when re-entering school after a crisis or extended school closure, and what strategies can educators use to support student needs during re-entry?</td>
</tr>
<tr>
<td>January 2020</td>
<td>Does family engagement or involvement in a child's education support non-academic outcomes (for example, behavior, school engagement, substance abuse, community engagement, family functioning)?</td>
</tr>
<tr>
<td>December 2019</td>
<td>How does K–12 students' proper use of prescribed medications relate to later substance abuse and misuse?</td>
</tr>
<tr>
<td>June 2019</td>
<td>What are some promising practices to address racially motivated hate crimes and promote a positive school climate in middle and high schools?</td>
</tr>
</tbody>
</table>
Promising practices in action: ReClaim WV

- ReClaim WV resources: https://wvde.us/reclaimwv/resources/

(West Virginia Department of Education, 2020)
For Pre-K-Elementary Students

- Focus on strategies and activities that build social competence, self-regulation, and academic skills.
- Help students learn to make healthy choices and decisions.
- Teach students to recognize medicines and gain awareness of rules that are in place for medicine safety.
- Help students be able to identify where to go and who to talk to when feeling sad or afraid.

(West Virginia Department of Education, 2020)
Promising practices in action: Behavior and Mental Health TAC

• Behavior and Mental Health Technical Assistance Center (TAC): https://www.marshall.edu/bmhtac/
Behavior and Mental Health TAC trainings
Behavior and Mental Health TAC Tier 1 example trainings

• School-wide PBIS: The Why & Why: Overview of PBIS Tier 1 (webinar, 25 minutes)
• Using Your Data the Right Way: This session will focus on why we use data, what to do with the data and how it should be used for making decisions. (webinar, 10 minutes)
• Data: DAY-ta or DA-ta what’s it MA-ta. Tips and tricks on how to collect, assess, and make data-based decisions (face to face, 2.5 hours)
Requesting assistance from the Behavior and Mental Health TAC
## Barrier 3: Time

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Promising practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for staff training</td>
<td></td>
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<tr>
<td>Time for implementation</td>
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</tr>
<tr>
<td>Maintaining instructional time</td>
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</tbody>
</table>

(Baweja et al., 2016; Martin et al., 2017; Pinkelman et al., 2015)
## Barrier 3: Time

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Promising practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for staff training</td>
<td>Multiple training formats (online, self-paced options)</td>
</tr>
<tr>
<td>Time for implementation</td>
<td>Creative scheduling</td>
</tr>
<tr>
<td>Maintaining instructional time</td>
<td>Embedding social-emotional interventions into academic activities</td>
</tr>
</tbody>
</table>

(Baweja et al., 2016; Martin et al., 2017; Pinkelman et al., 2015)
### Promising practices in action: Self-paced trainings for school-based mental health clinicians

<table>
<thead>
<tr>
<th>Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</th>
<th>Bounce Back: An Elementary School Intervention for Childhood Trauma</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students in grades 5–12 who have experienced significant traumatic events and are suffering from associated emotional or behavioral problems.</td>
<td>Based on CBITS and with developmental adaptations for elementary school children.</td>
</tr>
<tr>
<td>Facilitated by a master’s-level mental health clinician in school settings.</td>
<td></td>
</tr>
<tr>
<td>Manualized, 10 group sessions.</td>
<td>Manualized, 10 group sessions plus 2-3 individual sessions and 1–3 caregiver sessions.</td>
</tr>
<tr>
<td>Multiple training formats available for group leaders: online, virtual “in-person,” and face-to-face.</td>
<td></td>
</tr>
<tr>
<td>Online learning community, Ask-an-Expert, and discussion board also available for consultation and peer learning on implementation.</td>
<td></td>
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</tbody>
</table>
Promising practices in action: Creative scheduling

• Morning meetings:
  – Include four components: Greeting, Sharing, Group Activity, and Morning Message.
  – Set the tone for the day and build a sense of community.
  – Establish a routine for the first 20–30 minutes of morning.
  – Provide ideas/scripted activities for all grade levels to foster group cohesion and practice skills.
  – Set children up for success academically and socially.

(Allen-Hughes, 2013; Bundock et al., 2020; Kriete & Davis, 2014; Zhang & Quinn, 2018)
Promising practices in action: Embedding SEL with academics

- Discussing and writing about character strengths and resiliencies.
- Sharing perspectives of different literary characters.

- Studying historical figures who displayed respect for others and overcame adversity.

- Cooperative or project-based learning activities to promote social interaction, communication, and problem-solving skills.

(Collaborative for Academic, Social, and Emotional Learning, 2017; 2020; O’Connor, 2020)
Promising practices in action: Embedding SEL with academics (continued)

• Use common language for SEL skills.
• Give positive reinforcement.
• Inform caregivers about SEL.
• Make learning collaborative.
• Incorporate project-based learning.
• Elevate student voice.
• Foster a growth mindset.
• Align academic and SEL goals.
• Infuse equity and social justice into curriculum.
• Ask students what questions they have.

(Nakamura & Park, 2020)

Barrier 4: Data collection and use

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Promising practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data use can be burdensome.</td>
<td>Make data meaningful.</td>
</tr>
<tr>
<td>Data don’t tell the whole story.</td>
<td>Look through a trauma-informed lens.</td>
</tr>
<tr>
<td>Significant data, now what?</td>
<td>Use a tiered framework to implement supports.</td>
</tr>
</tbody>
</table>

(Lachat & Smith, 2005; Sun et al., 2016; Wayman et al., 2012)
Promising practices in action: Collaborate and rethink data

• Become a part of the data-collection process and work in teams to make it meaningful for everyone involved.
• Consider common questions, problems, and goals to streamline the process.
• Think about how data will help you meet your goals.
• Your daily activities with students can be important, reliable, and valid sources of data that you can collect easily (and may be doing already).
• Share data with students so they can see their progress.

(Briesch et al., 2015; CASEL, 2020; Cooper et al., 2007; Lachat & Smith, 2005; Sun et al., 2016)
Promising practices in action: Use apps

• **ClassDojo** allows teachers to collect data in real time to record, monitor, and reward student behaviors. There is some limited evidence suggesting that ClassDojo use is associated with increased positive student behaviors and decreased negative behaviors.

• The **Easy Kid Tokens** app helps to teach and reinforce positive behaviors using a visual tokens board. The child earns tokens for positive behaviors and loses tokens for negative behaviors.

• **Edmodo** allows teachers to create a virtual classroom where students can post and turn in assignments and collaborate and communicate with teachers and caregivers. Teachers can also track students’ ongoing progress.

*(Burger, 2015; Lynne et al., 2017; Maclean-Blevins & Muilenburg, 2013)*
Break
Deep breathing exercise
Developing a Trauma-Informed Classroom to Support Students and Educators

Marianna Footo Linz
Marshall University

Yunsoo Park
SRI International
Six guiding principles to a trauma-informed approach

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Cultural, historical, and gender issues

(SAMHSA, 2014)
Classroom walkthrough: Safety, trustworthiness, transparency

• Monitor physical safety.
  – Sight lines, lighting, spacing, stimulation.

• Enforce consistent classroom rules and utilize recognizable transitions.
  – Supportive language, messaging around consequences.
  – Phrases or signals to signal transition.

• Maintain calm teacher presence.
  – Body language, tone of voice.

• Consider context of the online environment.
  – Student engagement preferences (audio, video, chat).
  – Students’ home context and environment.
  – Rules of engagement and communication.

(Bethell et al., 2014; Chafouleas et al., 2016; Cole et al., 2013; NCSSLE, 2020; SAMHSA, 2014)
Classroom walkthrough: Peer support, collaboration, mutuality

• Encourage students to respect, support, and celebrate each other.
  – Use breakout rooms with rotating groups.
  – Create a celebration necklace.

• Develop a sense of “our classroom” ownership.
  – Assign everyone a role.
  – Have a class mural, logo, and/or name.

• Utilize “we, us, ours” over “his/hers, they/theirs.”

• Give every child the gift of being the “helper,” and always ask permission before assigning help.

• Quietly recognize champions who stand by children who are often marginalized by peers.

• Discourage unnecessary competition.

(DuMont et al., 2007; Fette et al., 2019; Hyman et al., 2003; Kliwer et al., 1998; Murthi & Espelage, 2005; Scarpa & Haden 2006; SAMHSA, 2014)
Classroom walkthrough: Empowerment, voice, and choice

• Give students options for engagement and completing work.
• Let students explore their voice by putting themselves in different characters’ shoes.
• Do an assignment walkthrough to consider the necessity of high-stakes, high-stress assignments.
• Create excitement about the learning process rather than focusing exclusively on the end goal of product.
• Remember that some children are not used to choice. Teach children how to say, “I don’t want that one.”
• Use a Guided Participation Approach to build self-esteem.

(Chafouleas et al., 2016; Cole et al., 2013; National Center on Safe Supportive Learning Environments, 2020; SAMHSA, 2014; Wolpow et al., 2009)
Classroom walkthrough: Cultural, historical, and gender issues

• Do a cultural/gender inventory of classroom materials and determine who is absent from the materials. How do classroom materials recognize, respect, and appreciate diversity?
• How do you celebrate differences?
• Don’t create “special cases” of other groups.
• Stress that we can be the same and different at the same time.

(Montgomery, 2001; Weinstein et al., 2004; Villegas & Lucas, 2007)
Classroom walkthrough: Avoid re-traumatization

• Minimize trauma triggers (e.g., harsh or shaming discipline, loud noises, physical touch) as much as possible.
• Recognize students’ reactions to triggers (e.g., breakdowns, defiant behaviors, withdrawing) and respond in trauma-informed way.
  – Communicate that students are safe and that you are there to support them.
  – Provide choices and guide them to a safe or quiet area if appropriate.
• Keep schedules and rules as consistent as possible to avoid surprises.
• Check in regularly with students and let them know they can come to you for support.
• Find your style of firmness that conveys safety and confidence rather than danger.
  – Keep calm – slow down and breathe.
  – Repeat rules as needed.
  – Instead of shouting over students, stand in silence.
  – Comment on students’ positive behaviors.
• Refer to resources to develop and review trauma-informed disciplinary practices:
  – Trauma-informed discipline practices: Guidance document (Tennessee Department of Education)
  – Trauma-informed practices in school discipline webinar materials (National Center on Safe Supportive Learning Environments)

(McInerney & McKlindon, 2014; NCSSLE, 2020; SAMHSA, 2014)
Educate with PRIDE

• Parent-Child Interaction Therapy (PCIT) and Teacher Child Interaction Training (TCIT) identify core PRIDE skills to improve teacher-student relationships:
  – Praise: Label and praise the behaviors you appreciate in your students.
  – Reflection: Reflect on things your students say to show that you are listening.
  – Imitation: Imitate students to show that their ideas are valuable and interesting.
  – Description: Support your students’ language and communication skills by describing what you see them doing.
  – Enjoyment: Express enthusiasm and enjoyment in your interactions with students to enhance engagement.

(Eyberg, 1988; Gershenson et al., 2010; Hembree-Kigin & McNeil, 2013; Shinn & UC Davis PCIT Training Center, 2019)
“Cause I ain’t got a pencil” by Joshua Dickerson (father, educator, author)

I woke myself up  
Because we ain’t got an alarm clock.  
Dug in the dirty clothes basket,  
Cause ain’t nobody washed my uniform.  
Brushed my hair and teeth in the dark,  
Cause the lights ain’t on.  
Even got my baby sister ready,  
Cause my mama wasn’t home.  
Got us both to school on time,  
To eat us a good breakfast.  
Then when I got to class the teacher fussed  
Cause I ain’t got no pencil.

(Dickerson, 2018)
What can educators do “in the moment”?

Yunsoo Park
SRI International
Common Trauma Symptoms in Students and Helpful Strategies for Educators

[Diagram showing common trauma symptoms in students and helpful strategies for educators]

Common Trauma Symptoms in Students

Physical
- Increased somatic complaints (e.g., headaches and stomachaches)
- Over- or under-reacting to stimuli (e.g., getting startled easily or not at all) by bells, physical contact, doors slamming, sirens
- Increased activity level (e.g., fidgeting, getting out of seat)
- Withdrawal from other people and activities

Cognitive
- Recreating the traumatic event (e.g., repeatedly talking about or "playing out" the event) or avoiding topics that serve as reminders
- Difficulties with executive function (e.g., impulsivity control, attention)
- Worry and fear about safety of self and others
- Dissociation (e.g., disconnected from surroundings, "spacing out")

Social and Emotional
- Rapid changes in heightened emotions (e.g., extremely sad to angry)
- Change in ability to interpret or respond appropriately to social cues
- Difficulties with emotion regulation and impulse control (e.g., angry outbursts, aggression, increased distress)
- Emotional numbness, isolation, and detachment

Language and Communication
- Language development delays and challenges
- Difficulties with expressive (e.g., expressing thoughts and feelings) and receptive language (e.g., understanding nonverbal cues)
- Difficulties with nonverbal communication (e.g., eye contact)
- Use of hurtful language (e.g., to keep others at a distance)

Learning
- Absenteeism and changes in academic performance/engagement
- Difficulties with authority, redirection, or criticism
- Difficulties listening and concentrating during instruction
- Difficulties with memory (e.g., may require more repetitions)
- Difficulties generalizing learned material in different contexts
Helpful Strategies for Educators: Preventative Strategies

PREVENTATIVE STRATEGIES

Safe and Predictable Environment
- **Create** a welcoming classroom environment (e.g., great students by name, do show and tell)
- **Post** class expectations at the front of the classroom
- **Display** a daily schedule and explain any deviations
- **Prepare** students for transitions (e.g., give a signal)
- **Communicate** clear safety procedures

Relationship Building
- **Talk** to students about their hobbies and interests
- Use a respectful tone during interactions
- **Involve** students in developing behavior/safety plans
- **Try** the 2x10 strategy with challenging students (talk with the student for at least 2 minutes each day for 10 days in a row)

Self-Regulation
- **Incorporate** activities that build coping strategies (e.g., identifying and validating emotions, deep breathing)
- **Create** calming spaces or break times with constructive activities that are not used as a punishment/time-out
- **Model and practice** appropriate social skills
- **Teach** students how to name and scale their emotions (e.g., rate anger on a scale of 1-5)
Helpful Strategies for Educators: Preventative Strategies (continued)

Safe and Predictable Environment

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Helpful Strategies for Educators: Preventative Strategies (continued)

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Helpful Strategies for Educators: “In the Moment” Strategies

**“IN THE MOMENT” STRATEGIES**

### Safe and Predictable Environment
1. **Be aware** of the student’s body language, tone of voice, and emotional state
2. **Direct** other students to follow outlined safety procedures
3. **Provide** student with the opportunity to go to a safe space (e.g., meditation room, counseling office)
4. **Alert** appropriate support staff, when necessary

### Relationship Building
1. **Project** calmness while approaching student using verbal and nonverbal techniques (e.g., using a respectful tone, sitting beside the student instead of standing over them)
2. **Show** you are listening and giving your full attention
3. **Express** that you care for the student and that they are safe

### Self-Regulation
1. **Relax** before responding (deep breath, count to 10)
2. **Encourage** student to use relaxation and coping skills, and “comfort” objects
3. **Validate** student emotions (e.g., “You seem frustrated right now. Is that correct?”)
4. **Assist** the student in identifying reasonable and safe response options (e.g., go to the counselor’s office)

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**When a student is in crisis, DO NOT:**
- Argue or get into a power struggle
- Raise your voice
- Handle the situation in public or in front of student’s peers
- Use punitive punishment
Helpful Strategies for Educators: “In the Moment” Strategies (continued)

“IN THE MOMENT” STRATEGIES

Safe and Predictable Environment
1. Be aware of the student’s individual learning style

Relationship Building
1. Project calmness while connecting with students

Self-Regulation
1. Relax before responding (deep breath, count to 10)

When a student is in crisis, DO NOT:
- Argue or get into a power struggle
- Raise your voice
- Handle the situation in public or in front of student’s peers
- Use punitive punishment

Staff, when necessary
are safe
go to the counselor’s office

When a student is in crisis, DO NOT:
- Argue or get into a power struggle
- Raise your voice
- Handle the situation in public or in front of student’s peers
- Use punitive punishment
Helpful Strategies for Educators: “After the Moment” Strategies

“AFTER THE MOMENT” STRATEGIES

- **Provide** students with a safe place to talk about what happened
- **Engage** in a discussion with the student that includes:
  - Praise for any relaxation or coping skills the student used
  - Appropriate responses and strategies to use if the situation arises again
  - Potential consequences or negative outcomes if negative behavior continues
  - Specific steps for successfully resuming the classroom routine
- **Refer** students to other resources and supports or notify appropriate school support staff, when necessary
Helpful Strategies for Educators: *Virtual* Preventative Strategies

**Safe and Predictable Environment**
- **Build** daily schedules that combine academics (e.g., reading, practicing math), physical exercise, and entertainment.
- **Organize** remote learning opportunities that follow a consistent and familiar structure for students (e.g., abbreviated daily school schedule).
- **Identify** ways students can control and structure their lives—by staying healthy, managing emotions, and staying connected to others.

**Relationship Building**
- **Maintain** ongoing communication with students through various means (e.g., small group video calls, one-on-one phone calls, sending postcards).
- **Provide** emotional check-in opportunities (e.g., using the mood meter) and validate students’ emotions.
- **Discuss** appropriate responses and coping strategies especially with students who continue to endorse negative emotions.

**Self-Regulation**
- **Encourage** students to practice various self-regulation skills, like mindfulness, breathing exercises, physical exercises, active journaling, and yoga.
- **Guide and practice** these skills with students using games and activities during remote learning meetings.

Reconsider this scenario

You are the principal of a middle school in a rural community.

• You’ve noticed that some students are struggling with attendance and have increasing numbers of behavioral incidents relative to prior years.
• You interact with many families in the community and are aware that many students are living with grandparents as their primary caregivers.
• In addition, based on data from the local health department and your relationships with staff, students, and families, you are aware that family- and community-based substance abuse is prevalent, and there is a high rate of housing and food insecurities.
• You would like to help your students, but you do not have a large budget or a full-time mental health professional at the school.

• Let’s discuss in the chat...
Taking care of educators

Marianna Footo Linz
Marshall University
Tell us in the chat

• How stressed have you been feeling around school re-openings?
• What are the biggest sources of stress and anxiety for you right now?
Take care of you: Vicarious trauma

Cognitive Symptoms
- Confusion, difficulty making decisions
- Rigidity, perfectionism
- Apathy
- Preoccupation with trauma

Emotional Symptoms
- Sadness, depression
- Guilt
- Anger, irritability, resentment
- Numbness
- Emotional exhaustion, hopelessness, helplessness
- Anxiety

Physical Symptoms
- Rapid heart rate, difficulty breathing
- Sleep disturbances
- Teeth grinding
- Muscle and joint pain
- Frequent illnesses and ailments (headaches, stomachaches, colds, rashes)

Behavioral Symptoms
- Withdrawal, avoidance
- Elevated startle response, hyper vigilance
- Appetite changes
- Excessive use of media/watching TV or videos
- Increased use of alcohol and/or drugs

Source: https://studentbehaviorblog.org/when-helping-students-hurts-secondary-traumatic-stress sts-2/

(Administration for Children and Families, 2020; Hydon et al., 2015; Ingersoll et al., 2018; Johnson et al., 2005; Woodbridge & Nakamura, 2020)
Tips for self-care

• Practice self-reflection and check in regularly with yourself and others.
• Protect personal time (away from work) and establish healthy boundaries in the workplace. Simplify and streamline responsibilities.
• Express yourself in fun, creative ways.
• Take five “mini-vacations” a day.
• Be mindful and meditative.
• Start a self-care revolution and develop a wellness plan.
• Engage with groups and activities that instill personal pride and professional identity.

(Abenavoli et al., 2013; Braun et al., 2019; Fowler, 2015; Hydon et al., 2015; Jennings et al., 2013; Lomas et al., 2017; Roeser et al., 2013; Sprang et al., 2019; Turgoose & Maddox, 2017; Von der Embse et al., 2019; Zarate et al., 2019)
Wrap-Up, Next Steps, and Q&A

Lydotta Taylor
L-evation
What information was new and/or most helpful for you? What do you want to learn more about?

• Please tell us in the chat.
Addressing Trauma in Educational Settings series

• Module 3: *School systems, policies, and procedures to support students experiencing trauma*
  – March 30, 2021: 3:00– 5:00 p.m.

• Drop-in-style virtual office hours before Module 3
  – January 11, 2021: 3:30 – 4:30 p.m.
  – January 19, 2021: 3:30 – 4:30 p.m.

• Module 1: *Impacts and symptoms of trauma and relevant strategies to support students*
  – Took place on November 20
  – Recording will be available on the WVDE LMS platform and REL Appalachia website
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 ~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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