

# Addressing Trauma in Educational Settings

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

# Agenda



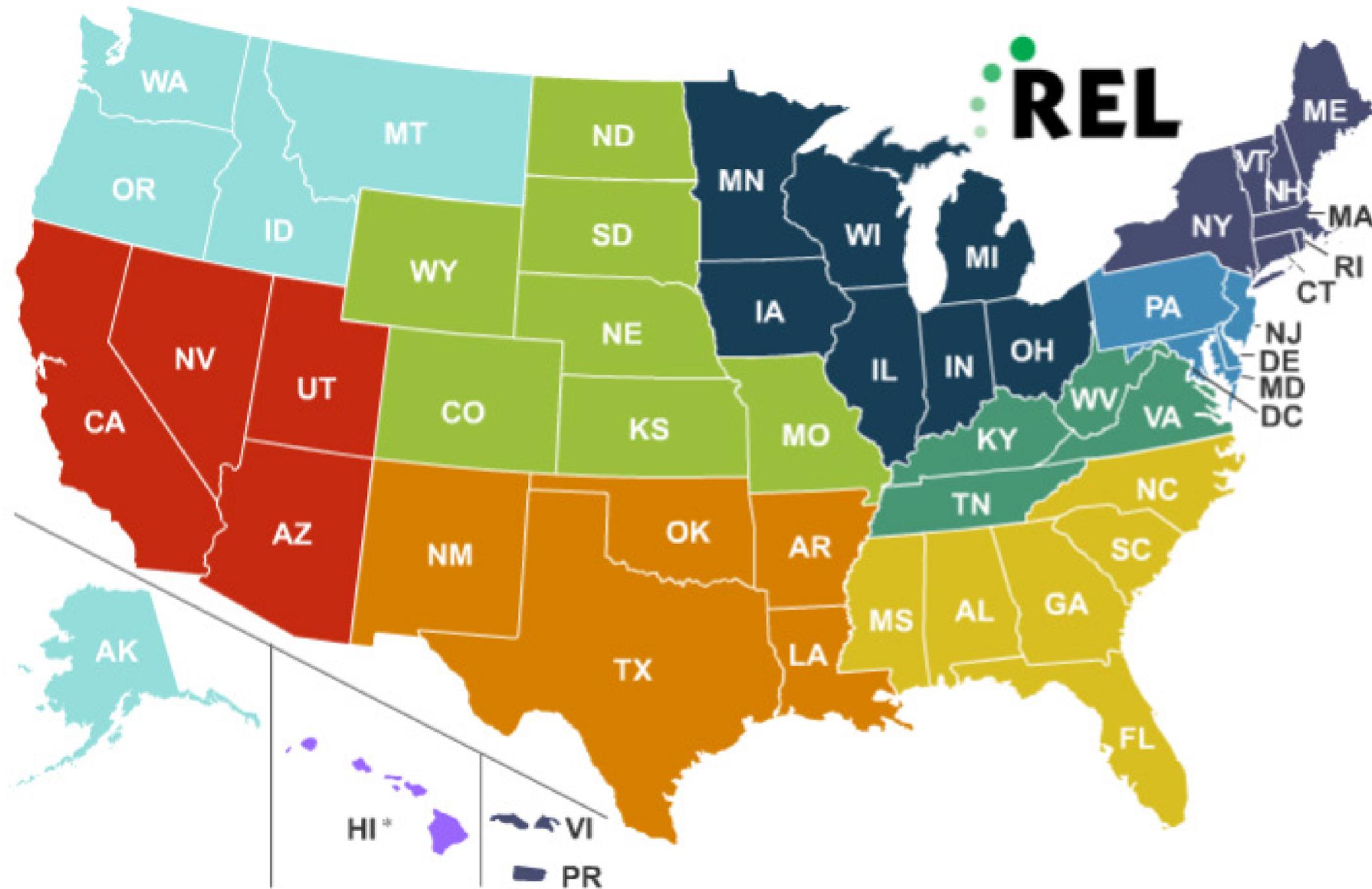
Time	Agenda item
10:00 – 10:15 a.m.	Welcome and overview
10:15 – 10:40 a.m.	Using a multi-tiered framework to identify and address needs
10:40 – 11:05 a.m.	Overcoming common barriers with promising practices
11:05 – 11:10 a.m.	Break
11:10 – 11:45 a.m.	Developing a trauma-informed classroom to support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

# Welcome and Overview



**Lydotta Taylor**  
L-ovation

# The Regional Educational Laboratories



- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific\*
- SE
- SW
- West

\* 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

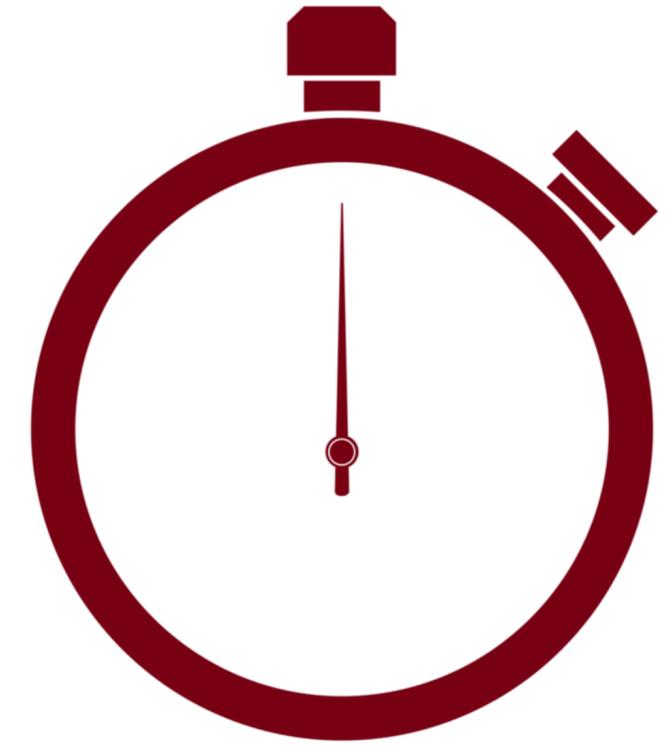
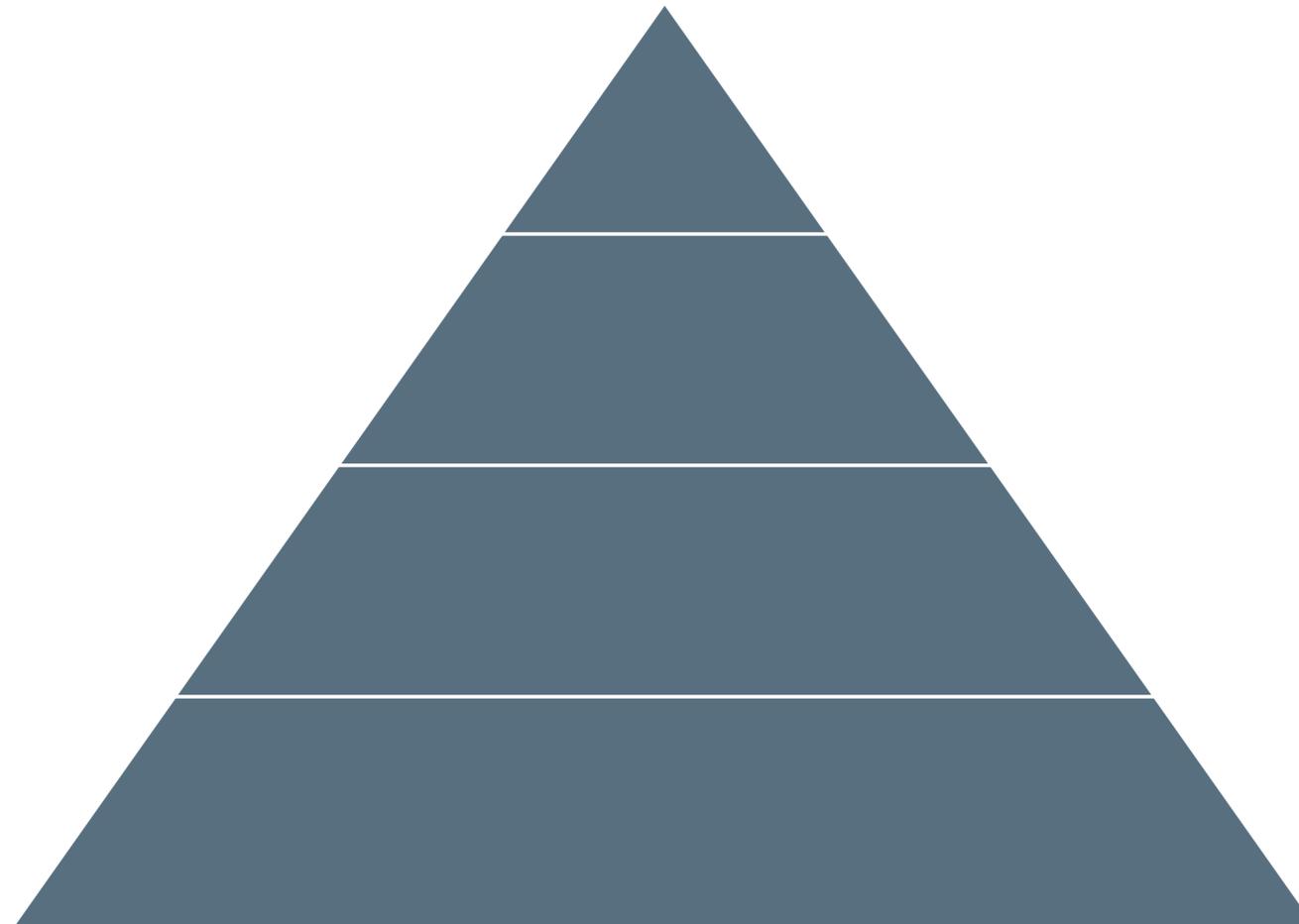
- Provide educators and other stakeholders with training, coaching, and technical support in using research findings and evidence in the classroom to improve teaching and learning.
- Conduct a wide variety of applied research studies.
- Disseminate findings from research in ways that educators and policymakers can use in practice.



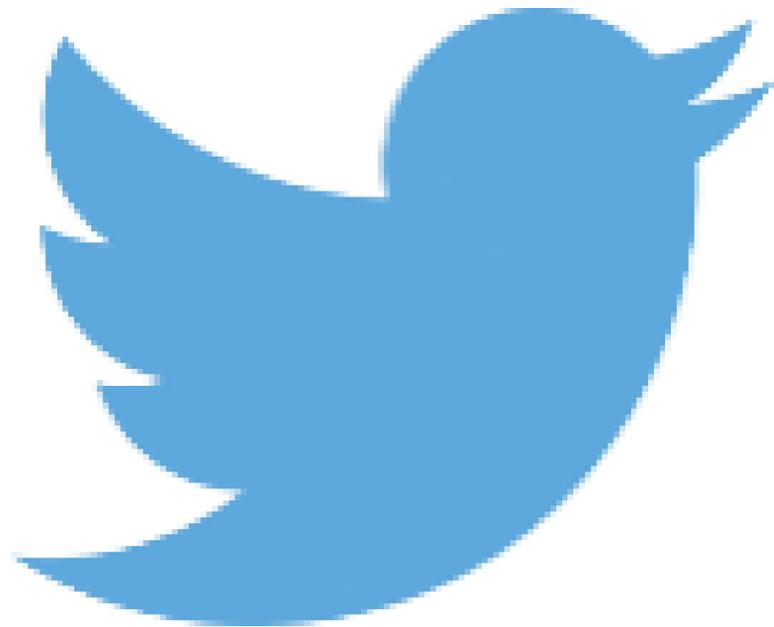
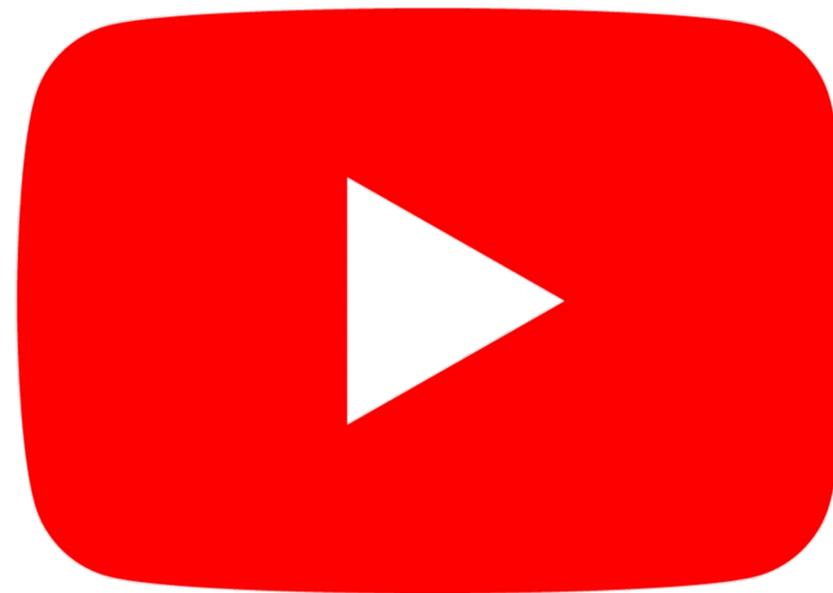


**Ask A REL  
Reference Desk**

**Supporting  
implementation of  
ESSA's evidence  
provisions**



**Just-in-Time Studies**



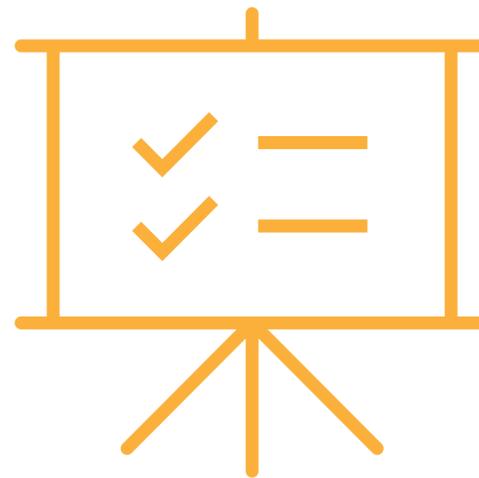
# Part two of a three-part professional development series

- 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*

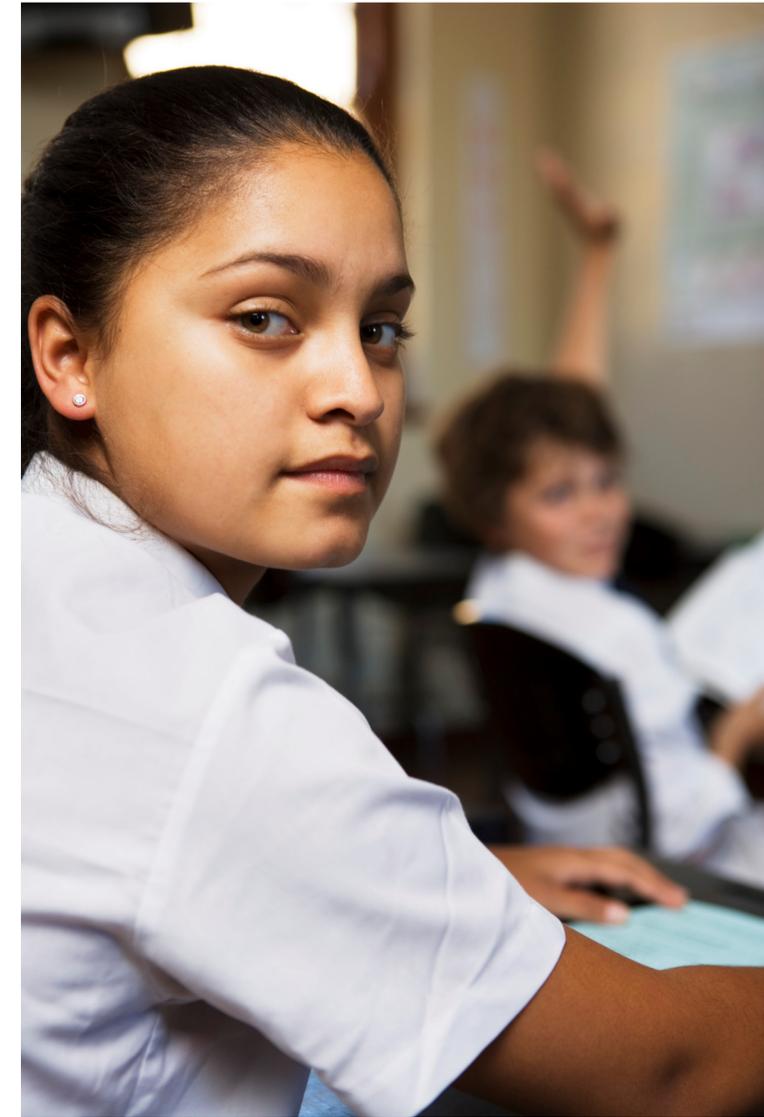
- Increase understanding of:
  - Multi-tiered framework to identify and address needs related to trauma.
  - Promising practices to address common barriers in implementing supports.
  - Trauma-informed strategies to support students and educators in the classroom.



# 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 Footo Linz**  
Marshall University



**Conrae Lucas-Adkins**  
Marshall University



**Yunsoo Park**  
SRI International

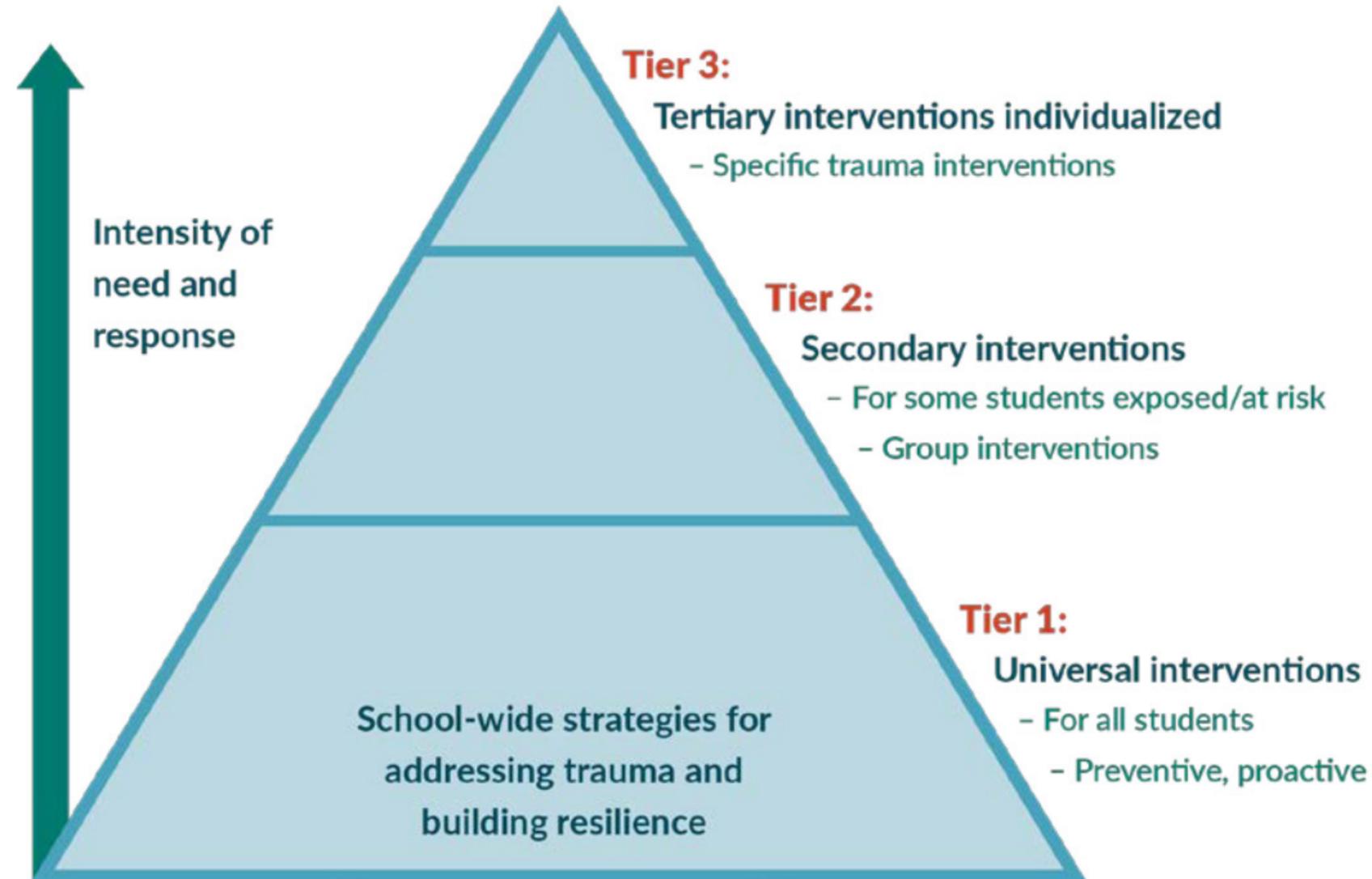


# Using a Multi-Tiered Framework to Identify and Address Needs



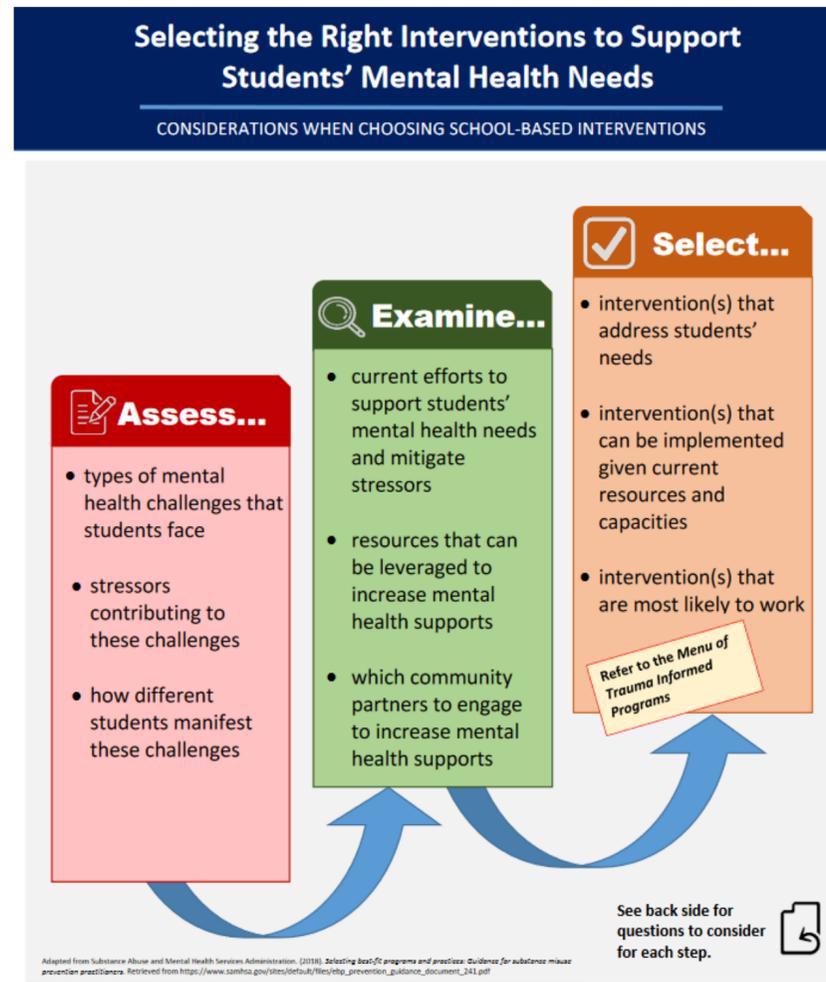
**Yunsoo Park**  
SRI International

# 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



**Digging Deeper**  
QUESTIONS TO CONSIDER WHEN CHOOSING SCHOOL-BASED INTERVENTIONS

**Assess current needs**

- What mental health challenges do our students face? How are we assessing and identifying these mental health needs?
- What stressors—in the home, school, and/or community—are contributing to these mental health challenges?
- How do different students manifest these mental health challenges at school? (e.g., problem behaviors, absenteeism, disengagement)

**Examine current efforts and resources**

- What types of interventions are we currently offering to address students' mental health needs and to mitigate stressors? What types of supports do these interventions provide?
  - Tier 1: School-wide and classroom-based supports for **all** students (e.g., social and emotional learning programs)?
  - Tier 2: Small group supports for **some** students (e.g., support group for students impacted by trauma)?
  - Tier 3: Individual supports for a **few** students (e.g., cognitive behavior therapy)?
- What types of financial and educational resources and staff capacities do we have that allow us to increase our mental health supports?
- Who can we engage in cross-agency collaboration to provide additional support to students?
- What community partners can we engage to increase our resources?

**Select interventions that fit your needs & context**

- From the *Menu of Trauma Informed Programs*, which program(s) address the mental health needs of our students? Which interventions are designed for students like ours (e.g., grade level) and complement the current supports we offer?
- Which of these interventions can we implement, given our existing resources and capacities (e.g., financial considerations)?
- Which interventions are most likely to work in our school—based on the rigor of their evaluation and the context of our school (e.g., cultural dynamics)?
- Which interventions are most likely to get the buy-in from the staff, parents, and the community?

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](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)



## Assess current needs

What are students' mental health challenges (and strengths)?



What are stressors related to these challenges?



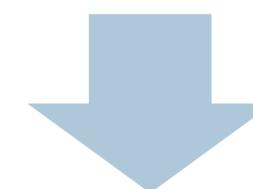
How are these challenges manifested at school?



**Data**



**Data**



**Data**

# Using data to understand needs

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

# 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?

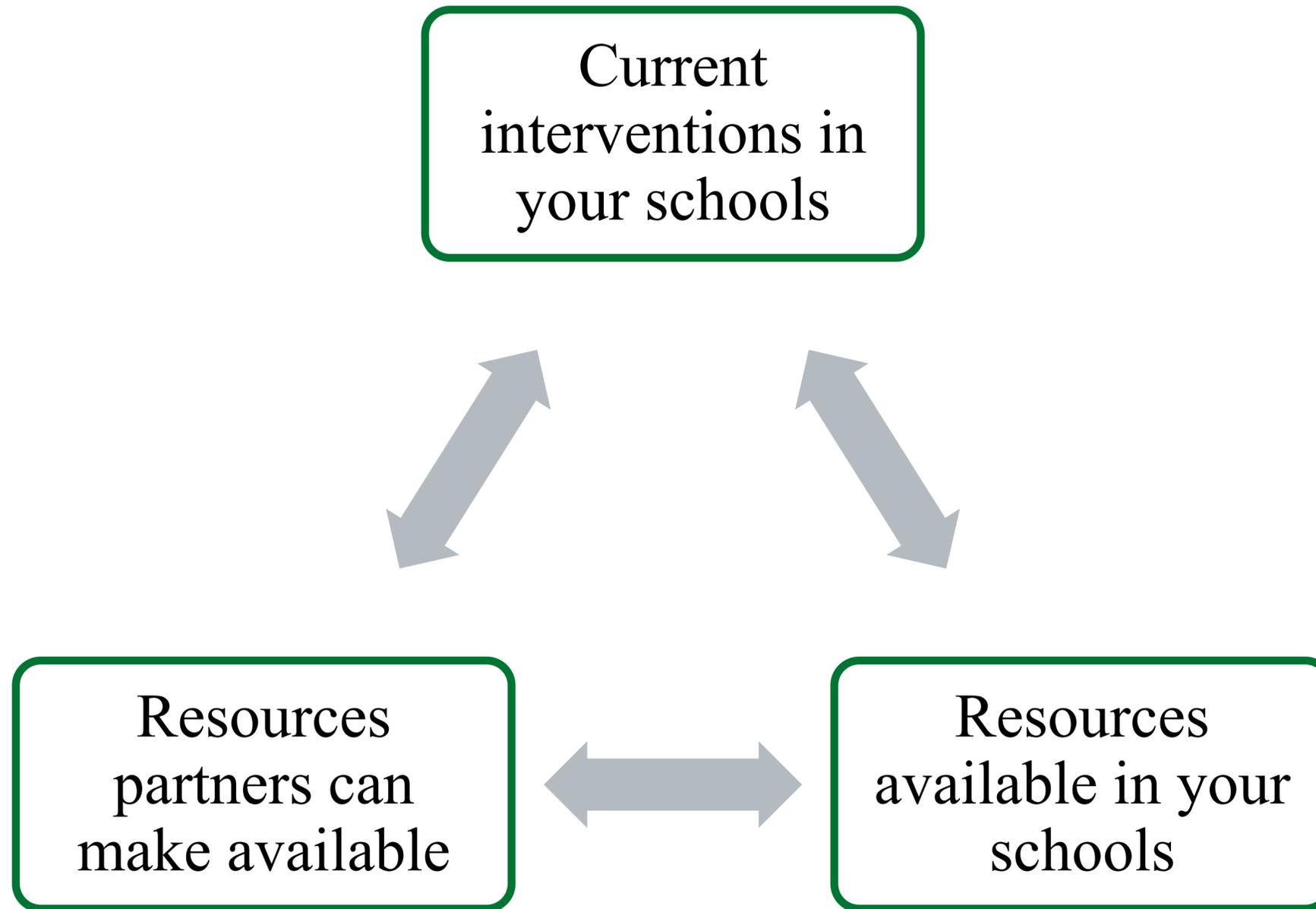
- Consider the context “beyond the data.”
  - Culture
  - Socioeconomic status
  - Race and ethnicity
  - Language and literacy
- Request assistance from translators and liaisons.
- Develop relationships with families and caregivers.
- Adapt for an online environment.
  - Use breakout rooms to meet with 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



# 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?

## Menu of Trauma-Informed Programs for Schools

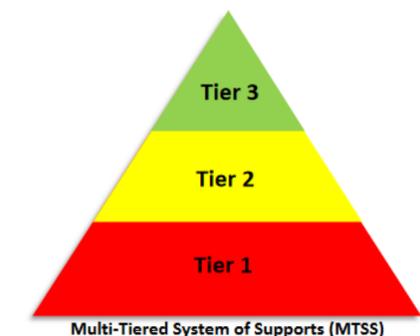
Many educators are seeking guidance to support students who have experienced trauma, particularly related to the opioid crisis. This resource was co-developed by the REL AP team and the Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC) and provides a list of interventions developed to address this specific need. This program list is not comprehensive and focuses on school-based programs that address general and family-based trauma; it does not include programs that focus on other types of trauma (like sexual abuse, natural disasters, or wars). It also does not include school-community collaborations, after-school or family-based programs, or therapies typically conducted in clinical settings.

This document includes two tables. The first table, **Program Descriptions** (pages 2-4, blue header), provides descriptions of each program, including hyperlinks you can click on for more information, intended audience (grades, students vs. teachers, specific sub-groups), program setting, and other important considerations.

The second table, **Implementation Information** (pages 6-10, purple header), provides helpful implementation information for those looking to select and implement one or more interventions from this list. This table includes the intensity of the resources typically needed for implementation, implementation considerations (e.g., who implements, required professional development, materials), and evaluation information. There is a **Key** for some of this information on page 5 before this table is presented.

Both tables organize all interventions using the Multi-Tiered System of Supports (MTSS) framework. Specifically, interventions are listed under one of these three categories:

- **Multi-Tiered:** Supports that include all 3 tiers
- **Tier 1:** Universal support for *all* students
- **Tier 2 and Tier 3:** Targeted support for *some* students (Tier 2) and intensive support for a *few* students (Tier 3)



Source:

[https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout2\\_menu-trauma-informed-programs-for-schools.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout2_menu-trauma-informed-programs-for-schools.pdf)

# 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).

Program Descriptions						
Multi-Tiered: Supports that include all 3 tiers						
Program Name (and developer)	Program Description	Grade	All Students	Participants	Program Setting	Considerations
Animate Learning by Integrating and Validating Experience (ALIVE) (Foundation for the Arts and Trauma, Inc.)	A trauma-informed program that includes screening, stress reduction, child safety education, letter-writing for students to express emotions, and professional development.	K-12	✓	Students identified as struggling and in need of additional services.	Various locations within schools	
Healthy Environments and Response to Trauma in Schools (HEARTS) (University of California San Francisco)	A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools.	K-12	✓	At-risk students and students suffering from effects of trauma.	Various locations within schools	Includes teacher wellness groups for secondary trauma.
Project Linking Action to Unmet Needs in Children's Health (LAUNCH) (National Center for Healthy Children)	A community-school partnership project that includes training teachers to deliver social-emotional curriculum and provides onsite mental health supports, including trauma-informed approaches.	ECE-2	✓	Students with identified behavior problems in the classroom and students with mental health issues.	Various locations within schools	Implemented in Appalachia and other regions throughout the United States with trauma focus.
Student Assistance Program (SAP) (Prevention First)	A school-based, evidence-informed framework for prevention, early intervention, referral and support for students with needs dealing with non-academic barriers to learning.	K-12	✓	Students unable to fully benefit from educational opportunities due to trauma generated at school or at home.	Various locations within schools	

Implementation Information							
Multi-Tiered: Supports that include all 3 tiers							
Program Name	Resource Intensity <sup>1</sup>	Who Implements <sup>1</sup>	Professional Development/Training and Cost	Materials and Cost	Implementation Time/Frequency	Level of Evidence <sup>2</sup>	Evaluation Information <sup>2</sup>
Animate Learning by Integrating and Validating Experience (ALIVE)	High	School staff; Mental health professionals	Specialist-based program. Trainer site visits (3x in first year, 2x in second year, and 1x per year afterward). Specialized staff in school (1 hour per week for every 10 students). Teacher-based program: 2-day training session, ongoing phone coaching/supervision.	Program materials (including program cost) available at <a href="#">this site</a> .	Tier 1: Weekly 1-hour trauma-focused dialogues in the classroom (by trainer or teacher). Tiers 2-3: One-on-one counseling as needed.	Demonstrates a Rationale (ESSA)	No statistically significant findings. <sup>1</sup> Relevant research was conducted in New Haven, Connecticut.
Healthy Environments and Response to Trauma in Schools (HEARTS)	High	School staff; Mental health professionals	Training on topics such as trauma and secondary stress, consultant onsite at school 3-5 days per week.	No public information identified	No public information identified	Demonstrates a Rationale (ESSA)	Potential for... <b>Students:</b> Improved school engagement; decreased disciplinary behavioral issues (less office referrals, less suspensions); improved trauma symptoms (students in tier 3 therapy). <b>Staff:</b> Increased knowledge, skills and use of trauma-sensitive practices. Program was developed to serve needs of schools with students from under-resourced, trauma-impacted neighborhoods, as well as significant gaps on achievement test scores between African American and Latino students and other students. Research thus far has been conducted in California and Colorado.

Source:

[https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout2\\_menu-trauma-informed-programs-for-schools.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout2_menu-trauma-informed-programs-for-schools.pdf)

(REL Appalachia at SRI International, 2020b)

# Program Descriptions table

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

Program Name (and developers)	Program Description	Grade	Participants			Program Setting	Considerations
			All Students	Educators	Specific Sub-Groups		
<a href="#">Bounce Back</a> (Langley & Jaycox)	A school-based group intervention for students exposed to stressful and traumatic events.	K-5			Children from diverse ethnic/social backgrounds exposed to traumatic events.	Small groups at school	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.

# Program Descriptions table (continued)

Tier 2: Targeted interventions for students with moderate levels of trauma

Program Name (and developers)	Program Name (and developers)	Program Description	Program Setting	Considerations
<a href="#">Bounce Back</a> (Langley & Jaycox)	<a href="#">Bounce Back</a> (Langley & Jaycox)	A school-based group intervention for students exposed to stressful and traumatic events.	All groups at school	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.

# Program Descriptions table (continued)

Program Name (and developers)	Grade	Participants			Program Setting	Considerations
		All Students	Educators	Specific Sub-Groups		
<a href="#">Bounce Back</a> (Langley & Jaycox)	K-5			Children from diverse ethnic/social backgrounds exposed to traumatic events.	Small groups at school	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.

# Implementation Information table

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

Program Name	Resource Intensity <sup>1</sup>	Implementation Considerations				Evaluation Information <sup>2</sup>	
		Who Implements <sup>1</sup>	Professional Development/Training	Materials and Cost	Implementation Timeframe	Level of Evidence <sup>1</sup>	Findings <sup>1</sup>
<a href="#">Bounce Back</a>	High	Mental health professionals	1- to 2-day in person training, free online training resources, potential ongoing implementation support by developer.	Implementation manual and workbook, free downloadable sample materials and forms, robust online community of practice.	Weekly 45- to 60-minute group sessions plus two or three 45- to 60-minute individual sessions over 10 weeks.	Promising (OJJDP)	Some evidence for... <b>Students:</b> 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.

# Implementation Information table (continued)

Program Name	Resource Intensity	Implementation Considerations					Findings <sup>1</sup>
		Resource Intensity <sup>1</sup>	Who Implements <sup>1</sup>	Professional Development/Training	Materials and Cost	Implementation Timeframe	
<a href="#">Bounce Back</a>	High	High	Mental health professionals	1- to 2-day in person training, free online training resources, potential ongoing implementation support by developer.	Implementation manual and workbook, free downloadable sample materials and forms, robust online community of practice.	Weekly 45- to 60-minute group sessions plus two or three 45- to 60-minute individual sessions over 10 weeks.	Improved PTSD/trauma and symptoms, social adjustment, emotional expression, and decreased depression  Research was conducted with ethnically diverse children of a range of traumatic events (e.g., ...)

# Implementation Information table (continued)

Tier 2: Targeted			Evaluation Information <sup>2</sup>	
Program Name	Resource Intensity <sup>1</sup>	Who Implements	Level of Evidence <sup>1</sup>	Findings <sup>1</sup>
<a href="#">Bounce Back</a>	High	Mental health professionals	Promising (OJJDP)	<p>Some evidence for...</p> <p><b>Students:</b> Improved PTSD/trauma and anxiety symptoms, social adjustment, behaviors, emotional expression, and coping skills; decreased depression symptoms.</p> <p>Relevant research was conducted with racially and ethnically diverse children exposed to a range of traumatic events in urban settings.</p>

# Implementation Information table (continued)

## OJJDP

For more information, visit: <https://www.ojjdp.gov/MPG/Home/About/>

<b>No Effects</b>	Programs have strong evidence indicating that they did not achieve their intended outcomes when implemented with fidelity.
<b>Promising</b>	Programs have some evidence indicating they achieve their intended outcomes. Additional research is recommended.
<b>Effective</b>	Programs have strong evidence indicating they achieve their intended outcomes when implemented with fidelity.

# 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

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

*(Morgan et al., 2020; Pinkelman et al., 2015; Thomas & Brossoie, 2019)*

# Barrier 1: Culture and community (continued)

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

*(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

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

*(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/>



# Behavior and Mental Health Ask A REL responses

## ▼ Behavior and Mental Health (8)

May  
2020 [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?](#)

January  
2020 [Does family engagement or involvement in a child's education support non-academic outcomes \(for example, behavior, school engagement, substance abuse, community engagement, family functioning\)?](#)

December  
2019 [How does K–12 students' proper use of prescribed medications relate to later substance abuse and misuse?](#)

June  
2019 [What are some promising practices to address racially motivated hate crimes and promote a positive school climate in middle and high schools?](#)

# Promising practices in action: ReClaim WV

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

**Prevention Resources and Events by Regions**

**VIEW**

**ReClaimWV Strategic Plan**

**VIEW PDF**

**ReClaimWV Toolkit**

**VIEW PDF**

**ReClaimWV Flyer**

**VIEW PDF**

**ReClaimWV Resources**

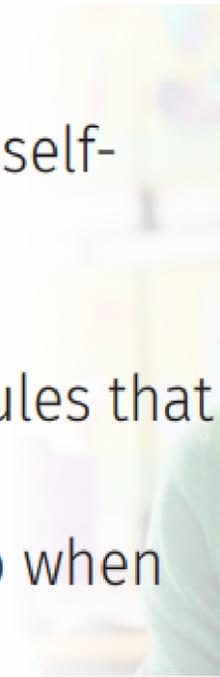
**VIEW PDF**

*(West Virginia Department of Education, 2020)*

# ReClaim WV Toolkit

## 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.



## Make T.I.M.E.

- T** Take a walk or 1:1 moment with the person
- I** nvestigate by asking, “What is wrong? I noticed...”
- M** ake sure to develop a supportive relationship
- E** nsure a safe, protected environment

*(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**

[HOME](#) [ABOUT US](#) [PROJECTS](#) [PARTNERS](#) **[TRAINING MENU](#)** [RESOURCES](#) [REGIONAL INFORMATION](#) [REQUEST FOR TECHNICAL ASSISTANCE](#)

**TRAININGS AT A GLANCE**

- TIER 1
- TIER 2
- TIER 3

The Behavior/Mental Health Technical Assistance Center at Marshall University. The center was created as a response to the need for research related to multi-tiered systems of support (MTSS) in schools. The center offers training and technical assistance related to student behavior/mental health needs as well as the need to improve school climate. The interventions supported by the center are based upon the research related to multi-tiered systems of support (MTSS).



Directory      Enrollment Deposit      Maps & Location

Emergency Info      Financial Aid      Media

Jobs      Visit      Healthcare

# 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

Name \*

First

Last

Email \*

Position/Title \*

Work Phone \*

 +1 201-555-5555

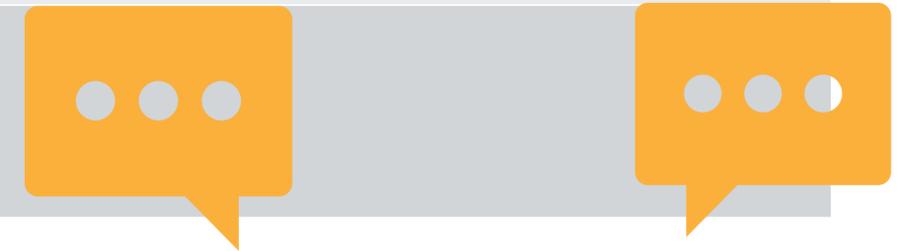
School or Agency \*

County \*

Work Address

# Barrier 3: Time

Barrier	Promising practices
Time for staff training	
Time for implementation	
Maintaining instructional time	



*(Baweja et al., 2016; Martin et al., 2017; Pinkelman et al., 2015)*

# Barrier 3: Time

Barrier	Promising practices
Time for staff training	Multiple training formats (online, self-paced options)
Time for implementation	Creative scheduling
Maintaining instructional time	Embedding social-emotional interventions into academic activities

*(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

## Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

For students in grades 5–12 who have experienced significant traumatic events and are suffering from associated emotional or behavioral problems.

## Bounce Back: An Elementary School Intervention for Childhood Trauma

Based on CBITS and with developmental adaptations for elementary school children.

Facilitated by a master’s-level mental health clinician in school settings.

Manualized, 10 group sessions.

Manualized, 10 group sessions plus 2-3 individual sessions and 1–3 caregiver sessions.

Multiple training formats available for group leaders: online, virtual “in-person,” and face-to-face.

Online learning community, Ask-an-Expert, and discussion board also available for consultation and peer learning on implementation.



# 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.

Language arts

Social studies

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

All content areas

- 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)

Source: <https://studentbehaviorblog.org/wp-content/uploads/2020/09/Incorporating-sel-infographic-wlogos.png>

The infographic consists of ten numbered items, each with a colored icon and a brief description:

- 1 Use Common Language**: Use a common language to identify social-emotional skills; take time to define what the core skills mean and look like in the classroom (e.g., self-management, self-awareness, social awareness, responsible decision making, relationship skills).
- 2 Give positive reinforcement**: Provide reinforcement when students display social-emotional skills in class and with their peers—not only when they perform well academically.
- 3 Inform parents about SEL**: Provide information to parents about the importance of SEL to encourage teaching and reinforcement of these skills at home.
- 4 Make learning collaborative**: Make learning interactive and team-based to give students the opportunity to participate in discussions, collaborate with one another, solve problems, and negotiate decisions.
- 5 Incorporate project-based learning**: Use project-based learning to give students the opportunity to use social-emotional and academic skills in real-world, experiential applications.
- 6 Elevate student voice**: Elevate student voice by encouraging them to communicate about what they learn, give and receive constructive feedback, and engage their peers in discussions and reflection.
- 7 Foster a growth mindset**: Design activities that foster a growth mindset; teach students how to engage in “productive struggles” and view challenges and mistakes as opportunities to learn and improve.
- 8 Align academic and SEL goals**: Ensure academic and SEL goals are clearly defined and align with one another and the core standards—emphasize achieving subject matter content as well as critical thinking, problem-solving, and communication skills.
- 9 Infuse equity and social justice**: Infuse equity and social justice into the curriculum to facilitate students’ connection between current/historical events and their identity/self-awareness and social-awareness.
- 10 Ask students what questions they have**: Inspire inquiry and conversation as a necessary part of learning—routinely ask your students and encourage them to ask each other “What questions do you have?”

  
Student Behavior Blog  
studentbehaviorblog.org

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# Barrier 4: Data collection and use

Barrier	Promising practices
Data use can be burdensome.	Make data meaningful.
Data don't tell the whole story.	Look through a trauma-informed lens.
Significant data, now what?	Use a tiered framework to implement supports.

*(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

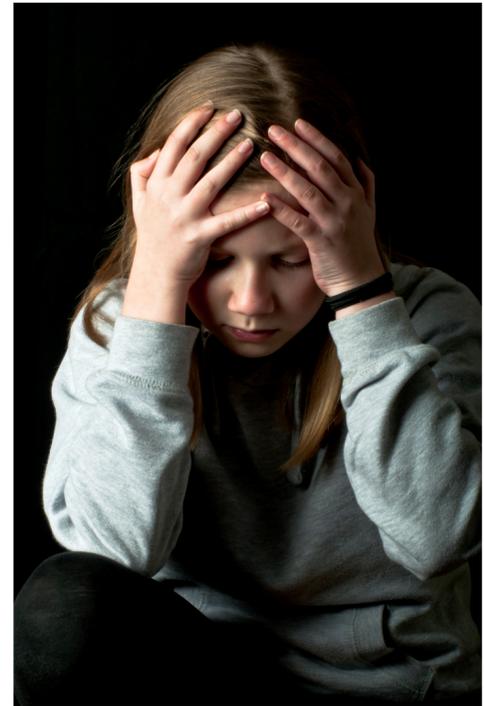
- Do a cultural/gender inventory of classroom materials and determine who is absent from the materials. How do classroom materials recognize, respect, and appreciate diversity?
- How do you celebrate differences?
- Don't create "special cases" of other groups.
- Stress that we can be the same and different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

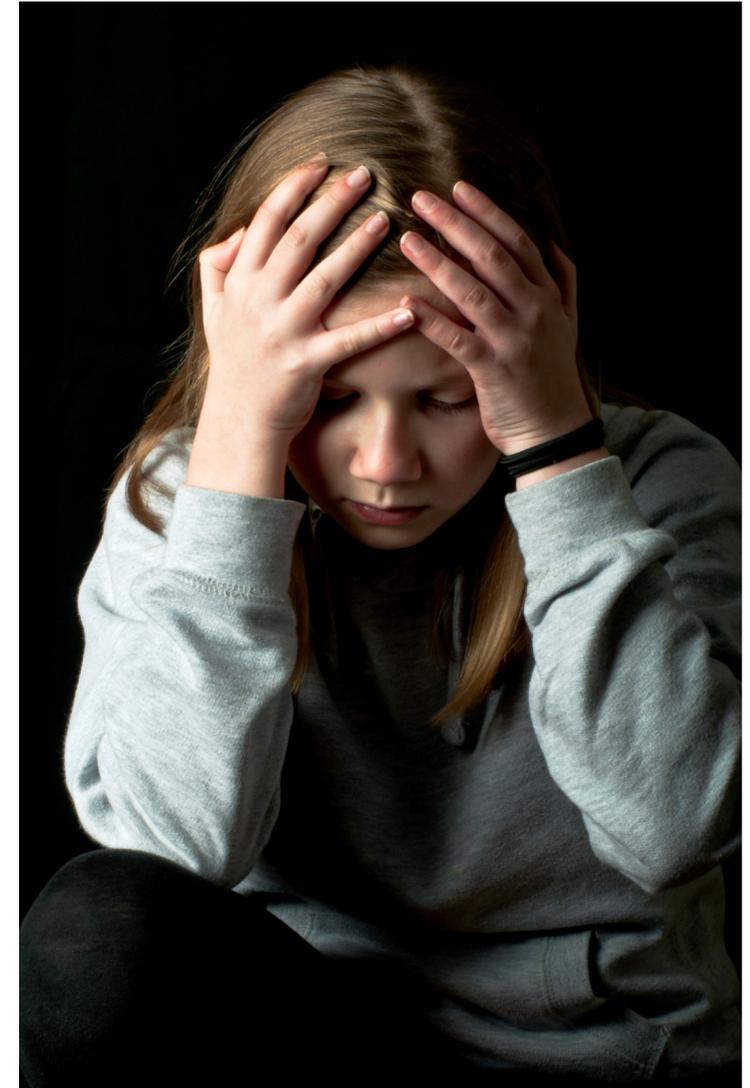
- Parent-Child Interaction Therapy (PCIT) and Teacher Child Interaction Training (TCIT) identify core PRIDE skills to improve teacher-student relationships:
  - Praise: Label and praise the behaviors you appreciate in your students.
  - Reflection: Reflect on things your students say to show that you 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

## Common Trauma Symptoms in Students and Helpful Strategies for Educators

Trauma can have a detrimental impact on students' functioning in the school setting.<sup>1</sup> Educators need tools to identify and support students who may have experienced or are currently experiencing traumatic stress.

The front of this handout lists common trauma symptoms grouped into the following categories: **physical, cognitive, social and emotional, language and communication, and learning.**<sup>2</sup> It is important to note that children can respond to trauma in many different ways and may not exhibit all of these symptoms. You can use this list to guide your thinking in identifying students who may have experienced trauma and providing or referring students to appropriate supports.

The back of this handout outlines strategies for working with students who may exhibit emotional or behavioral symptoms of trauma. You can use **preventative strategies** in everyday classroom interactions, **"in the moment" strategies** when students are in crisis, and **"after the moment" strategies**<sup>3</sup> after a student's behaviors and emotions have deescalated. These strategies generally target students' **safety, positive relationships, and self-regulation**, and are focused on **teaching appropriate skills and avoiding punishment** (which may re-traumatize students).

<b>Physical</b>	<ul style="list-style-type: none"> <li>• Increased somatic complaints (e.g., headaches and stomachaches)</li> <li>• Over- or under-reacting to stimuli (e.g., getting startled easily [or not at all] by bells, physical contact, doors slamming, sirens)</li> <li>• Increased activity level (e.g., fidgeting, getting out of seat)</li> <li>• Withdrawal from other people and activities</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Recreating the traumatic event (e.g., repeatedly talking about or "playing out" the event) or avoiding topics that serve as reminders</li> <li>• Difficulties with executive function (e.g., impulse control, attention)</li> <li>• Worry and fear about safety of self and others</li> <li>• Dissociation (e.g., disconnected from surroundings, "spacing out")</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Rapid changes in heightened emotions (e.g., extremely sad to angry)</li> <li>• Change in ability to interpret or respond appropriately to social cues</li> <li>• Difficulties with emotion regulation and impulse control (e.g., angry outbursts, aggression, increased distress)</li> <li>• Emotional numbness, isolation, and detachment</li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>• Language development delays and challenges</li> <li>• Difficulties with expressive (e.g., expressing thoughts and feelings) and receptive language (e.g., understanding nonverbal cues)</li> <li>• Difficulties with nonverbal communication (e.g., eye contact)</li> <li>• Use of hurtful language (e.g., to keep others at a distance)</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Absenteeism and changes in academic performance/engagement</li> <li>• Difficulties with authority, redirection, or criticism</li> <li>• Difficulties listening and concentrating during instruction</li> <li>• Difficulties with memory (e.g., may require more repetitions)</li> <li>• Difficulties generalizing learned material in different contexts</li> </ul>

<sup>1</sup> Honsinger & Brown, 2019.  
<sup>2</sup> Symptoms adapted from Statman-Weil, 2015 and National Child Traumatic Stress Network Schools Committee, 2008.  
<sup>3</sup> Strategies adapted from Honsinger & Brown, 2019.

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## PREVENTATIVE STRATEGIES

<b>Safe and Predictable Environment</b> <ul style="list-style-type: none"> <li>• Create a welcoming classroom environment (e.g., greet students by name, do show and tells)</li> <li>• Post class expectations at the front of the classroom</li> <li>• Display a daily schedule and explain any deviations</li> <li>• Prepare students for transitions (e.g., give a signal)</li> <li>• Communicate clear safety procedures</li> </ul>	<b>Relationship Building</b> <ul style="list-style-type: none"> <li>• Talk to students about their hobbies and interests</li> <li>• Use a respectful tone during interactions</li> <li>• Involve students in developing behavior/safety plans</li> <li>• Try the 2x10 strategy with challenging students (talk with the student for at least 2 minutes each day for 10 days in a row)</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Incorporate activities that build coping strategies (e.g., identifying and validating emotions, deep breathing)</li> <li>• Create calming spaces or break times with constructive activities that are <b>not</b> used as a punishment/time-out</li> <li>• Model and practice appropriate social skills</li> <li>• Teach students how to name and scale their emotions (e.g., rate anger on a scale of 1-5)</li> </ul>
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## "IN THE MOMENT" STRATEGIES

<b>Safe and Predictable Environment</b> <ol style="list-style-type: none"> <li>1. Be aware of the student's body language, tone of voice, and emotional state</li> <li>2. Direct other students to follow outlined safety procedures</li> <li>3. Provide student with the opportunity to go to a safe space (e.g., meditation room, counseling office)</li> <li>4. Alert appropriate support staff, when necessary</li> </ol>	<b>Relationship Building</b> <ol style="list-style-type: none"> <li>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)</li> <li>2. Show you are listening and giving your full attention for the student and that they are safe</li> <li>3. Express that you care for the student and that they are safe</li> </ol>	<b>Self-Regulation</b> <ol style="list-style-type: none"> <li>1. Relax before responding (deep breath, count to 10)</li> <li>2. Encourage student to use relaxation and coping skills, and "comfort" objects</li> <li>3. Validate student emotions (e.g., "You seem frustrated right now. Is that correct?")</li> <li>4. Assist the student in identifying reasonable and safe response options (e.g., go to the counselor's office)</li> </ol>
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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

## "AFTER THE MOMENT" STRATEGIES

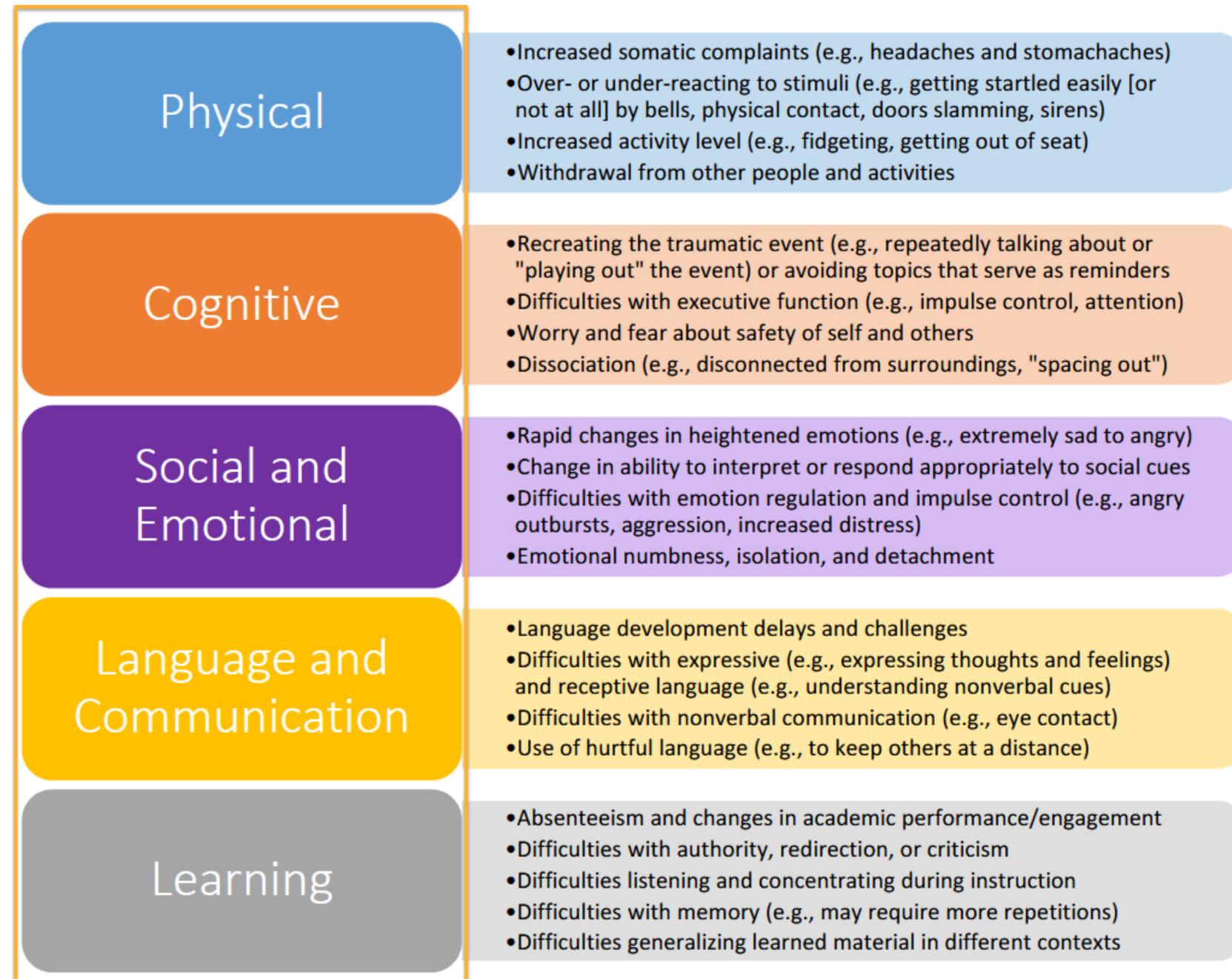
- Provide students with a safe place to talk about what happened
- Engage in a discussion with the student that includes:
  - Praise for any relaxation or coping skills the student used
  - Appropriate responses and strategies to use if the situation arises again
  - Potential consequences or negative 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

References  
Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, 42, 129-152.  
National Child Traumatic Stress Network Schools Committee. (2008, October). *Child trauma toolkit for educators*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.  
Statman-Weil, K. (2015). Creating trauma-sensitive classrooms. *Young Children*, 70(2), 72-79.

REL Appalachia Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC) Meeting Materials Page 2

Source: [https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout3\\_common-trauma-symptoms-and-helpful-strategies-for-educators.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout3_common-trauma-symptoms-and-helpful-strategies-for-educators.pdf)

# Common Trauma Symptoms in Students



# Helpful Strategies for Educators: Preventative Strategies

## PREVENTATIVE STRATEGIES



### Safe and Predictable Environment

- ❖ **Create** a welcoming classroom environment (e.g., greet students by name, do show and tells)
- ❖ **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

- ❖ Create a welcoming classroom environment (e.g., greet students by name, do show and tells)
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- ❖ Prepare students for transitions (e.g., give a signal)
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- ❖ **Communicate** clear safety procedures

## Self-Regulation

Incorporate activities that build coping strategies (e.g. identifying and validating emotions, deep breathing)  
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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)



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- ❖ Create a welcoming classroom environment (e.g., greet students by name, do show and tells)
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# Helpful Strategies for Educators: Preventative Strategies (continued)



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- ❖ Display a daily schedule and explain any deviations
- ❖ Prepare students for transitions (e.g., give a signal)
- ❖ Communicate clear safety procedures



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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: “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)

### ✗ 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 body language, tone of



### Relationship Building

1. Project calmness while approaching student using



### Self-Regulation

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

## **✗ When a student is in crisis, DO NOT: ✗**

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- ❖ Handle the situation in public or in front of student's peers
- ❖ Use punitive punishment

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- ❖ 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

## 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

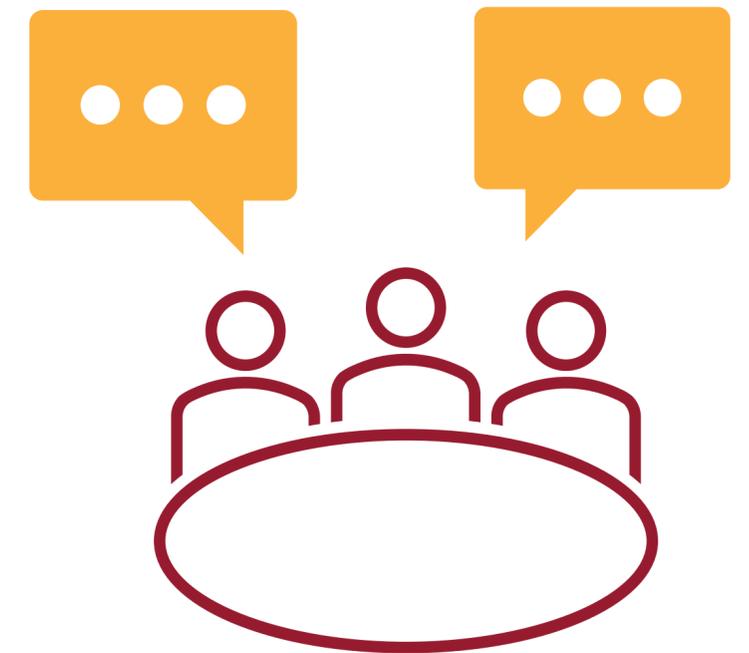
- ❖ **Encourage** students to practice various self-regulation skills, like mindfulness, breathing exercises, physical exercises, active journaling, and yoga.
- ❖ **Guide and practice** these skills with students using games and activities during remote learning meetings.

Source: [https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/infographic-virtual-preventative-strategies-to-support-students-social-emotional-and-mental-health-needs\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/infographic-virtual-preventative-strategies-to-support-students-social-emotional-and-mental-health-needs_508.pdf)

# 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-ovation

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/>



[yunsoo.park@sri.com](mailto:yunsoo.park@sri.com)



[@REL\\_Appalachia](https://twitter.com/REL_Appalachia)



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