

Developing Trauma-Sensitive Classrooms

Followup 1 to training video 2: Identifying students who need more trauma-sensitive supports

Welcome and grounding

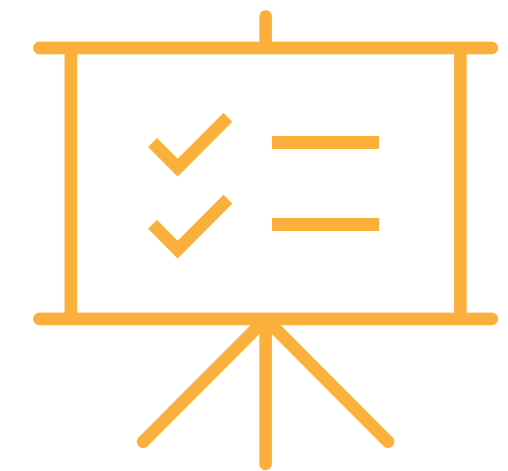


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Reminder: Session 2 objectives

Identifying students who need more intensive trauma-sensitive supports

- School staff will increase their understanding of:
 - What trauma screening is (and is not).
 - The importance of screening students for experiences and effects of trauma.
 - How to communicate the benefits of screening and its results.



Agenda



| Time | Agenda item |
|------------|--|
| 5 minutes | Welcome and grounding |
| 40 minutes | Diving deeper into a trauma-screening process and applying it in local contexts <ul style="list-style-type: none">• Planning and preparing for screening• Communicating screening results |
| 10 minutes | Reminder of resources for effective coaching |
| 5 minutes | Wrap up and next steps |

Quick screen: How stressed do you feel this week?

- On a scale from 1 (*not stressed at all*) to 10 (*too stressed for my own good*), how stressed have you been this week?

If you are comfortable sharing, please put fingers up to indicate your response, from 1 to 10.



Reflecting on the recorded Session 2 training

- Do you have any questions about the content introduced in the Session 2 training?
- Are there principles or practices introduced in the training that you are especially interested in helping educators apply?
- What concerns or questions do you have about how to support educators apply these principles and practices in their schools and classrooms?



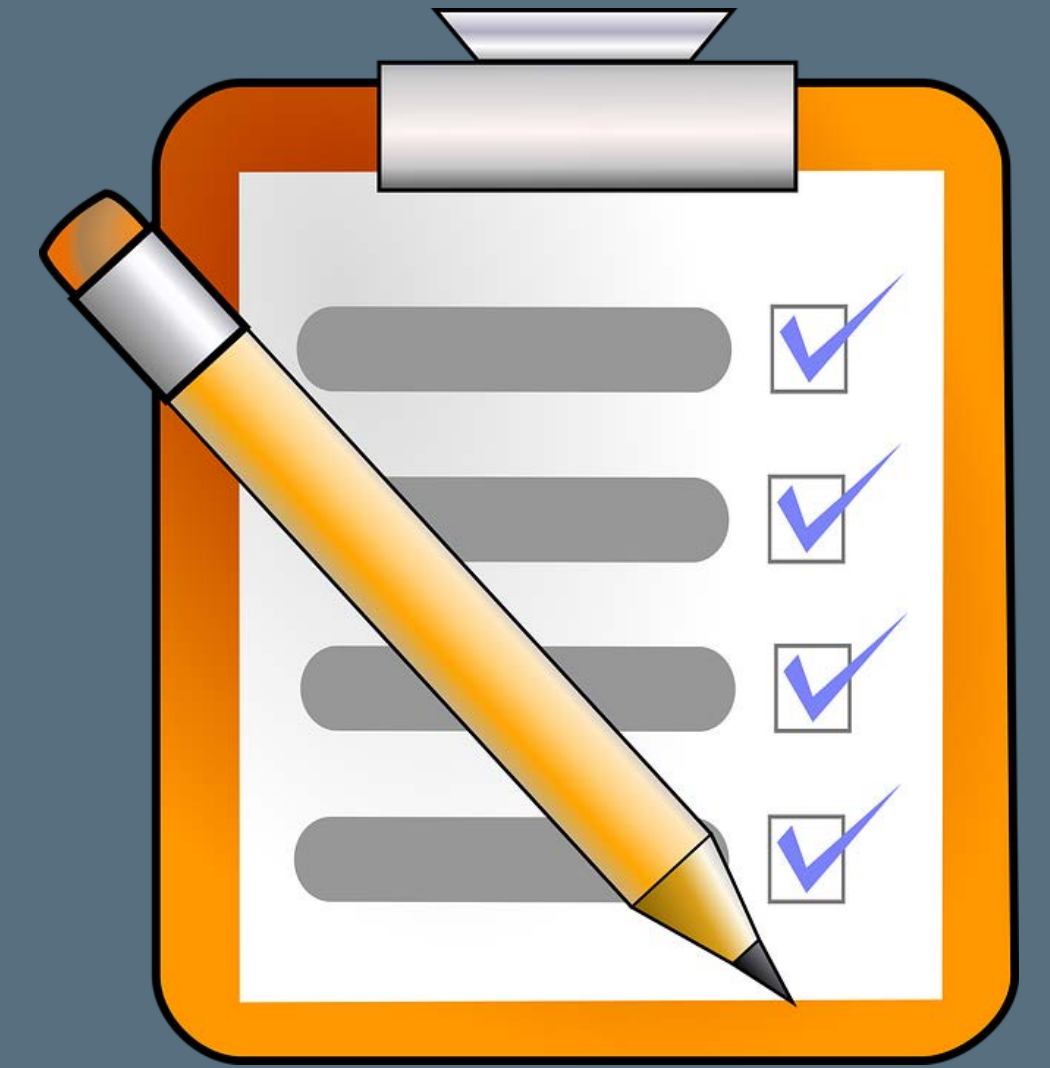
Diving deeper into a trauma-screening process and applying it in local contexts



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Planning and preparing for screening:
How can it be a safe and positive experience?

Clarify screening purpose and goals

- Define the purpose for screening students, such as, to:
 - Measure the impact of a recent event on the student population.
 - Assess routinely the experiences of trauma among all or a subset of students.
 - Provide targeted classroom support and accommodations to students with particular trauma-sensitive needs.
 - Inform and improve your school’s Tier 1 trauma-sensitive supports.
 - Support and refer students with more intensive needs for a mental health assessment and/or to Tier 2 or Tier 3 interventions.



(Child Health and Development Institute, n.d.a; Child Health and Development Institute, n.d.b; Eklund & Rossen, 2016; SAMHSA, 2014; SAMHSA, 2019)

Build buy-in

- Communicate and seek feedback about the importance of screening in multiple formats and venues to multiple stakeholders, such as:
 - School leaders, educators, and staff
 - Students
 - Parents and caregivers
 - Community partners (e.g., behavioral health service providers, basic needs service providers, faith-based representatives)



(Child Health and Development Institute, n.d.a; Child Health and Development Institute, n.d.b; Eklund & Rossen, 2016; SAMHSA, 2014; SAMHSA, 2019)

Train staff to foster positive experiences



- **Provide proper training and supervision of screeners.** Staff conducting screening must receive coaching support from a mental health specialist.
- **Strictly follow mandated reporting procedures.** Screeners must be familiar with all laws and reporting requirements and explain limits of confidentiality to students and families up front; ideally include family in any necessary reporting process.
- **Have protocols in place to ensure physical and emotional safety.** Although an unlikely occurrence, if those being screened experience or indicate extreme distress, self-injury, or harm to others during the screening process, screeners must have access to supports during and following screening, such as a mental health specialist and crisis-support services.

(Child Health and Development Institute, n.d.b; Child Health and Development Institute, n.d.c; Menschner & Maul, 2016)

UPLIFT: Review and discuss principles and practices



UPLIFT A Guide to Trauma Screening
Key Considerations

| | | |
|---------------------------------|--|--|
| U Understand | <ul style="list-style-type: none"> Reflect on your biases and assumptions about the child/family Review what is already known about the child and family Recognize the unique identity, culture, and perspective of the child/family | <ul style="list-style-type: none"> Consider the meaning of trauma and trauma screening for the child/family Be open to hearing what the child/family has to say Reflect on your own comfort level with asking about trauma |
| P Prepare | <ul style="list-style-type: none"> Find a private, quiet space Explain why screening is being done Provide child/caregiver with a sense of control Briefly describe trauma exposure and trauma effects Briefly explain the screening process and next steps | <ul style="list-style-type: none"> Explain that screening is brief, details are not needed, and they can skip questions Describe confidentiality, including limits Ask if they would like help reading the questions Ask if they have any questions Ask for permission to screen |
| L Listen & Validate | <ul style="list-style-type: none"> Focus attention on the person rather than the form Pause to give them time to think about their responses Listen about what is unsaid Summarize what you hear to make sure you "got it right" | <ul style="list-style-type: none"> If you notice a strong reaction, consider asking how they are feeling. Then validate their feelings. Be alert to any suggestions of self-harm or suicide, and make safety plan |
| I Instill Hope | <ul style="list-style-type: none"> Explain that trauma experiences and effects may be upsetting and difficult to talk about, but that telling somebody is an important first step for recovery Acknowledge the child's trauma experiences and effects without minimizing them Let them know that most children who experience trauma will feel better, especially with support | <ul style="list-style-type: none"> Explain how the child's reactions may be ways of coping, and that these are common and understandable reactions after a traumatic event Explain that there are many effective strategies for recovering, healing, and thriving Acknowledge the important role of caregivers, parents and other family resources for support Consider asking about existing supports that the child and family may have |
| F Find a Path Forward | <ul style="list-style-type: none"> Review trauma screening results together with any other relevant measures/information Provide feedback or a summary of results and recommendations in family-friendly language Reiterate that screening indicates whether the child may benefit from trauma-focused behavioral health assessment or treatment, or other types of support If identified, discuss concerns and follow-up about self-harm, suicide, or suspected child abuse Explain how to support the child's sense of safety Make a "warm hand-off" referral, if possible | <ul style="list-style-type: none"> Encourage child-caregiver communication about the child's stressful experiences and related difficulties Offer choices, including for assessment, treatment services, support services, interventions, self-help resources, or parenting support, that are easily accessible Consider sharing resources like apps or books if appropriate Attempt to provide at least one simple, concrete resource or strategy that can be taken home and used Ask if they have any questions about the screening or next steps |
| T Take the Next Step | <ul style="list-style-type: none"> Document the screening and results appropriately for your organization Check that any planned follow-up or referrals after the screening happen on time Share information with others outside of your system, as necessary and with permission | <ul style="list-style-type: none"> Check with the family to see if they connected with referrals or have questions, and address barriers together |

UPLIFT A Guide to Trauma Screening
Sample Language

This is sample language for talking with a child individually, language may be adapted for group screening.

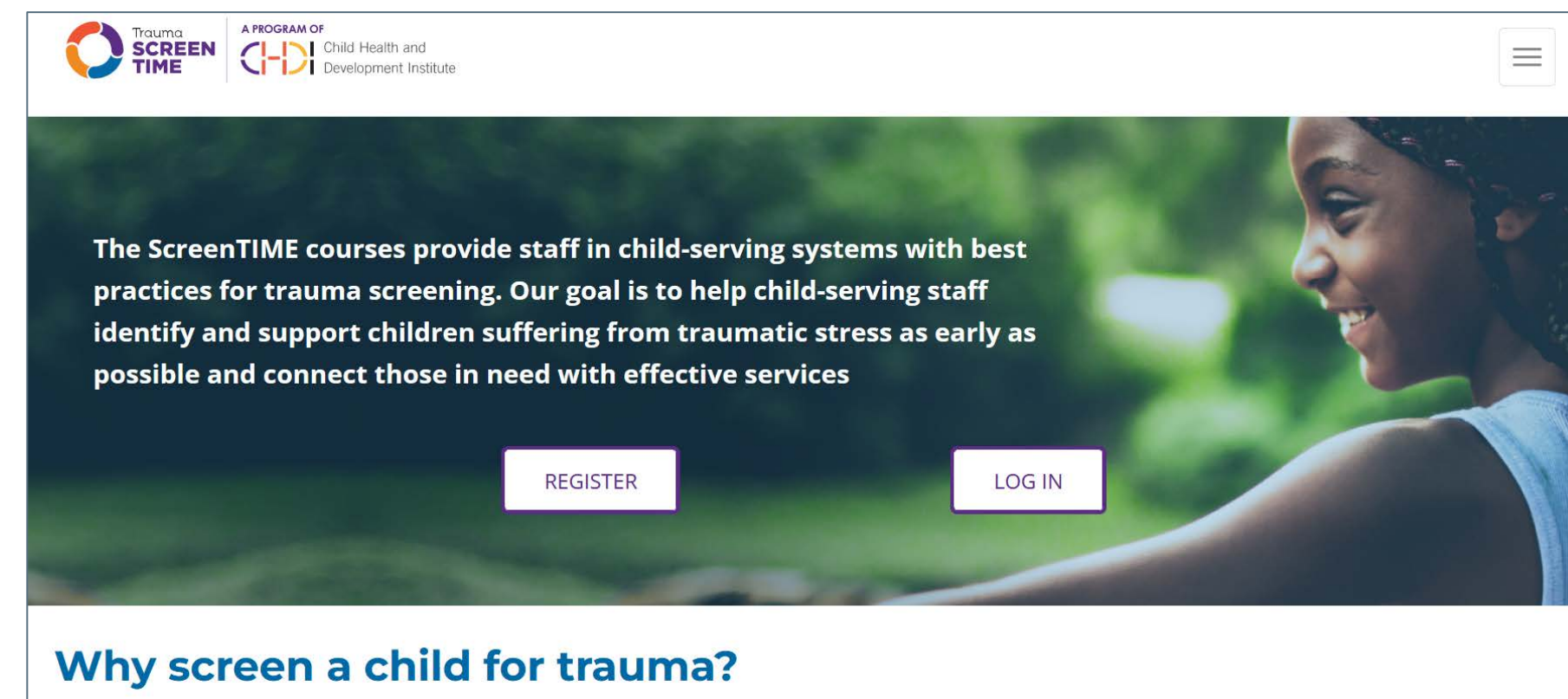
| | |
|---------------------------------|---|
| U Understand | <ul style="list-style-type: none"> Not applicable - this step is done before you meet with the child and family. |
| P Prepare | <ul style="list-style-type: none"> I'd like to ask you some questions about stressful or scary things kids sometimes experience. Sometimes these stresses can cause changes in how we think and feel. I'm asking these questions because [we ask them of all kids/somebody was concerned about you]. This is usually pretty quick, and we don't need to discuss details. What you share is confidential or private, and will only be shared with [describe general information sharing and mandated reporting requirements]. After we're done, we'll talk about any next steps. Do you have any questions for me? Would you like any help reading the questions? Is it okay if we continue? |
| L Listen & Validate | <ul style="list-style-type: none"> That seemed like a tough question. How are you feeling? [Validate feeling] You've told me about some very stressful experiences and you've told me how those experiences have affected you, including [reported experience]. It seems like you have been through a lot. I appreciate the courage it took to share that with me. I can understand why you'd feel angry thinking about what happened. Given what you've been through, it makes sense that you're [e.g., not sleeping/feeling sad/having trouble paying attention]. |
| I Instill Hope | <ul style="list-style-type: none"> It is so important that you are able to share this. Are these things you might like some help with? I really appreciate that you let me know what happened and how it's been stressful for you. Now let's see how to help you feel better. What can you think that might help you feel better/safe? Most people do feel better, and we can talk about some supports and services that can really help. Won't it be great to [e.g., sleep better? Feel less scared?]. That's something that therapy or other support services could help with. I can see how much you care about your child. That makes a big difference in helping them |
| F Find a Path Forward | <ul style="list-style-type: none"> We did this screening to see whether it might be helpful for you to talk with a therapist about some of the stressful things you experienced or to take part in other support services. I'm glad that [you/your child] have not experienced any of these difficulties. Is there anything that [this organization] can do to help you with any other kinds of stress? [e.g. sleep, fear, anxiety, behavior]. The results of the screening show that you experienced some stressful events that are affecting like this is bothering you. Would you be willing to talk with somebody who has a lot of experience with these things? It can really help to get help from someone who knows how to help when something stressful about they can help you feel safe. What are some things that help you to feel more safe? Then let's talk with [mom/dad/caregiver] Let your [mom/dad/caregiver] know when you're feeling scared or upset. Your support is the most important thing. I'd encourage you and your child to check in with each other about how they are feeling occasionally, and if needed help them to feel more safe. The stress you have experienced can make your body tense and feeling upset can make it feel worse. But there are ways to relax your body. There is this [mobile app/book etc.] that may help you to relax. It may be particularly helpful when you are having trouble [link to child's concerns]. |
| T Take the Next Step | <ul style="list-style-type: none"> Have you been able to speak with [name of referral]? If child/caregiver has been able to access services, you can ask "Has that been helpful?" If the child/caregiver has not been able to access services, you can ask "Is there anything I can do to help?" or "What can I do to help you make that connection?" |

(Child Health and Development Institute, n.d.b; Child Health and Development Institute, n.d.c)

Resources for you: ScreenTIME



- Free, self-paced training and resources available at: <https://www.traumascreentime.org/>.
- The ScreenTIME *Schools Course* is appropriate for staff in school settings, including teachers, administrators, mental health providers, and other school staff.
- APA, NBCC, and NASW CEC/CEU certificates provided upon course completion.



(Child Health and Development Institute, n.d.b)



Communicating screening results: How do you connect and coordinate supports for students?

(Child Health and Development Institute, n.d.c; Menschner & Maul, 2016)

Inform students and families



- Discuss screening results with students and families to:
 - Educate students and families about trauma and common responses.
 - Understand students' experiences, behaviors, and functioning.
 - Support students and families and enhance their communication with each other and educators.
 - Instill hope for recovery and healing.
 - Offer support options and make connections to community organizations/services.

(Child Health and Development Institute, n.d.a; Child Health and Development Institute, n.d.b; Eklund & Rossen, 2016; SAMHSA, 2014; SAMHSA, 2019)

Inform educators



- Discuss screening results with school staff (with permission) to:
 - Help administrators or teachers (who may be focused on discipline) to understand students' behaviors through a trauma lens.
 - Suggest effective strategies and accommodations that support students' positive behaviors, engagement, and learning.
 - Enhance student-staff interactions to be more trauma-sensitive, positive, and promote a sense of safety.
 - Inform and improve the screening process.

(Child Health and Development Institute, n.d.a; Child Health and Development Institute, n.d.b; Eklund & Rossen, 2016; SAMHSA, 2014; SAMHSA, 2019)

Inform school and community partners

- Referral pathways for further assessment and/or services inside and outside school, such as:
 - Food security services, food pantries
 - Family/domestic violence services and shelters
 - Safe and temporary housing
 - Legal aid
 - Substance use/abuse services
 - Faith-based support
 - Mental health assessment and services
 - Parent support groups, counseling services
 - Youth development and mentoring services
 - Tier 2 and Tier 3 evidence-based, trauma-sensitive interventions



(Child Health and Development Institute, n.d.a; Child Health and Development Institute, n.d.b; Eklund & Rossen, 2016; SAMHSA, 2014; SAMHSA, 2019)

Effective strategies to support school staff



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Reminder: Meeting best practices



Scheduling

- When possible, leverage existing meetings.
- Consider whether to meet in person or virtually.



Communication

- Determine frequency of communication outside of coaching meetings.
- Offer check-ins via email or phone.



Documentation

- Provide Meeting Logs.
- Document any frequently asked questions or solutions to common barriers.

Meeting Log for documenting meetings

- As a reminder, after each meeting with school staff we hope someone from your team will complete the Meeting Log.

Handout: Meeting Log

| Date & time | Participant names and roles | Discussion highlights | Action steps | Questions or feedback for REL AP |
|-------------|--|---|--|----------------------------------|
| | <i>After listing participant names and roles the first time, you can just add names.</i> | <i>Information to include:</i> <ul style="list-style-type: none">• <i>Topics discussed</i>• <i>Questions raised</i>• <i>Accomplishments</i>• <i>Evidence of use of practices</i> | <i>Information to include:</i> <ul style="list-style-type: none">• <i>School trauma team's action steps</i>• <i>Staff member's action steps</i> | |
| | | | | |
| | | | | |

Example agenda for meeting with school staff following training video 2

- Our last handout is an example agenda you can use and adapt to prepare for your first meeting with school staff. It includes:
 - Suggested topics (such as core evidence-based practices to emphasize)
 - Bulleted talking points
 - Discussion prompts
 - References to handouts and PowerPoint slides you may want to share



Wrap-up and next steps



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What's next?

- Meet with your school staff.
 - Utilize meeting logs and the sample agenda.
- Meet with REL Appalachia staff.
 - Our next meeting will focus on discussing your experiences in supporting staff.
 - Join office hours.



Additional supports



Email hannah.cheever@sri.com with any questions



FAQ document based on your followup questions

Questions?



Thank you!



<https://ies.ed.gov/ncee/rel/region/appalachia>



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



<https://tinyurl.com/RELAPnews>



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