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ADMINISTRATORS
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Building Trauma Sensitive Schools

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Awareness Now What?

National Center on Safe Supportive Learning Environments

- Faculty training curriculum developed through NCSSLE
- 3 Online Modules
 - Understanding Trauma and It's Impact
 - Building Trauma Sensitive Schools
 - Leading Trauma Sensitive Schools
- All Modules include facilitation guides, prepared presentation and activity packets.
- Content can be delivered by site selected personnel
 - It doesn't have to be a counselor or LMHP but should be an individual with an understanding of trauma-sensitive schools.

Overview

Understanding Trauma and It's Impact

- For use in training faculty and support staff
- Includes an independent online learning module intended for viewing before initial in person faculty training (at their own pace).
- The training package content covers:
 - How trauma affects the brain and learning;
 - How trauma affects the learning environment;
 - How the brain and body respond to stress and threat;
 - The impact of exposure to trauma.

Understanding Trauma and It's Impact

- The slide presentation and activity packet parallel the e-resource content and are designed for in-person training to reinforce concepts from the e-resource and encourage group discussion and learning.
- These resources can be used in their entirety or divided into shorter training segments depending on time available for professional development.
- The activity packet includes pre- and post-knowledge surveys and a training satisfaction survey for assessing impact.
- <https://safesupportivelearning.ed.gov/understanding-trauma-and-its-impact>

Building Trauma Sensitive Schools

- This module introduces all school and district staff to the concept of trauma-sensitive schools and includes examples of trauma-sensitive practices across six domains:
 - support staff development;
 - creating a safe and supportive environment;
 - assessing needs and providing support;
 - building social and emotional skills;
 - collaborating with students and families;
 - adapting policies and procedures.

Building Trauma Sensitive Schools

- It is recommended that school leaders and champions use this module as part of in-person, group-based training.
- The module can be viewed at once or in shorter segments.
- Each segment includes downloadable handouts to support discussion about trauma sensitivity and application of concepts.
- <https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>

Leading Trauma Sensitive Schools

- This online module introduces school and district administrators and leadership teams to a roadmap and strategies for adopting a trauma-sensitive approach schoolwide including how and when to use other package components.
- The module outlines a multi-phased process for preparing, envisioning, aligning, and sustaining a trauma-sensitive approach. The module and companion action guide can be viewed at once or in shorter segments.
- http://airhsdlearning.airws.org/leading-trauma-sensitive-schools/story_html5.html

Leading Trauma Sensitive Schools

- Action Guide
 - The action guide includes assessment and planning tools for supporting schools in adopting a trauma-sensitive approach and is intended to be used in conjunction with the online module.
- Facilitation Guide
 - The facilitation guide provides suggestions for how to conduct in-person leader training using the online module and action guide.

“Trauma-informed education is a journey, not a checklist. There is no magical program that is going to fix kids because **we are not fixing kids. We’re supporting kids** in being successful”

- Matthew Portell
Principal

Building Trauma Sensitive Schools

Introduction

- Learning Objectives:
 - Understand trauma in a broad and inclusive way
 - Recognize the effects of trauma on students, staff and schools
 - Be familiar with the core principals of a trauma-sensitive approach
 - Understand the key components of a trauma-sensitive school
 - Learn strategies for supporting a trauma-sensitive school in your role

What is a Trauma Sensitive School?

- A trauma-sensitive school is one in which all aspects of the educational environment – from workforce training to engagement with students and families to procedures and policies – are grounded in an understanding of trauma and its impact and are designed to promote resilience for all.
- In a trauma-sensitive school staff:
 - Realize the prevalence of trauma;
 - Recognize its impact on students, families and staff;
 - Respond by adopting trauma sensitive approaches;
 - Resist retraumatizing students and families.

Traditional vs Trauma Sensitive Approaches

- Interactive Activity

- A traditional approach understands difficult behaviors as purposeful, adults assume children know what they are doing and misbehave on purpose.
- A trauma-sensitive approach means understanding that difficult behaviors may be automatic responses to stress.
- Explore the interactive training activity (3.6)

Core Principles

- Understand trauma and its impact
- Believe that healing happens in relationships
- Ensure emotional and physical safety
- View students holistically
- Support choice, control and empowerment for students and families
- Strive for cultural competence
- Use a collaborative approach

Key Domains Revisited

- Supporting staff development
 - Create a safe and supportive environment
 - Assess needs and provide support
 - Build social and emotional skills
 - Collaborate with students and families
 - Adapt policies and procedures
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- **ACTIVITY 1:** Gives your staff an opportunity to assess how they are currently integrating the core principals and reflect on what more they would like to do.

Domain 1: Supporting Staff Development

- Key Elements

- All staff has a baseline understanding of trauma and its impact on students and staff.
- Staff engages in ongoing learning about trauma-sensitive practices.
- The school addresses the effects of trauma on staff and promotes staff resilience.
- **ACTIVITY 2:** Gives your staff an opportunity to assess current self care strategies and learn more about the impact that working with students who have experienced trauma can have on them as educators.

Domain 2: Create a Safe and Supportive Learning Environment

- Key Elements
 - The school staff creates a safe physical and emotional environment
 - Explore the interactive training activity (5.2)
 - Moves into recommendations for creating safe and supportive learning environments
 - The school recognizes and reduces trauma-related triggers
 - Explore the interactive training activity (5.3)

Domain 2: Key Elements

- Crisis prevention and intervention practices are trauma-sensitive
 - Explore the interactive training activity (5.5)
 - Provides role based intervention scenarios on how to respond
 - Teacher, Administrator, Support Staff
- The school reflects culturally relevant norms and practices of students, families and staff
- ACTIVITY 3: Gives your staff the opportunity to spot potential triggers and integrate positive strategies.
- ACTIVITY 4: Helps your staff identify the phases of a crisis and plan for trauma-sensitive responses.

Domain 3: Assess Needs and Provide Support

- Key Elements

- School assessments consider potential presence and impact of trauma.
- Assessment practices are trauma-sensitive.
- Student plans consider trauma and trauma related needs.
- Students have access to trauma specific clinical interventions as needed.
- Note: strategies in this domain are particularly relevant to student services staff (counselors, psychologists, mental health providers etc)
- Show video 6.2 as example of breadth of information / delivery
- ACTIVITY 5: Allows for review of assessment practices and plans for trauma sensitivity.
- ACTIVITY 6: Provides guidance on adopting trauma sensitive approaches across all tiers.

Domain 4: Build Social and Emotional Skills

- Key Elements

- The school integrates universal strategies to teach and model emotional regulation and prosocial behaviors.
 - SEL curriculum is a core component of a trauma sensitive school
- Students learn about stress and traumatic stress.
- The school educates families on the effects of stress and traumatic stress and how to foster resilience.
- The school integrates formal strategies for helping students cope with stress and adversity.
- Like most trauma-sensitive approaches, SEL skill building works for ALL students, not just those who have experienced trauma.
- **ACTIVITY 7:** Gives faculty an opportunity to assess at what level they are already integrating SEL into their curriculum and classrooms.

Domain 4: Strategies for Student SE Skill Building

- Practice identifying type and intensity of different feelings throughout the day
- Expand emotional vocabulary
- Identify physical sensations related to particular feelings
- Practice identifying how others may be feeling
- Practice using active listening skills
- Breathing Exercises
- Muscle Relaxation
- Journaling
- Mindfulness Activities
- Nonverbal means of expression
 - Art, dance, yoga, music

Domain 5: Collaborate with Students and Families

- Key Elements
 - Students and families are given the opportunity to express concerns, feel heard without fear of retribution.
 - Staff supports a student-and family-centered approach.
 - Students, families and school staff are active partners.
 - Schools work in partnership with students and families to integrate and sustain a trauma-sensitive approach.
 - Explore the interactive training activity (8.5) Case Study

Domain 5: Collaboration with Students and Families

- Students and families who have experienced trauma often feel as though their choices have been taken from them.
- To restore choice and control for trauma survivors, aim for the following:
 - Encourage student and parent involvement, and support parent and student control and choice.
 - Develop formal mechanisms for monitoring level of engagement.
 - Model healthy interactions and respect for parents and students.
 - Be aware of potential triggers for parents.
 - Understand and respect potential cultural differences and dynamics related to your relationships.
 - Provide parent education on the impact of trauma.
 - **ACTIVITY 8:** Allows staff to reflect on current levels of trauma-sensitivity when engaging with students and families

Domain 6: Adapt Policies and Procedures

- Key Elements
 - Discipline, communication and safety procedures reflect an understanding of trauma and trauma sensitivity.
 - The school reviews policies and procedures regularly to ensure alignment with core principals of trauma sensitivity.
 - Staff, students and families are involved in review of policy and procedures.

Discipline Policy Considerations

- Proactive planning
- Understanding reasons behind the behaviors
- Holding students accountable in clear, understandable and respectful ways
- Minimizing isolation and disconnection from the school community
- Implementing positive behavior supports
- Modeling respectful, nonviolent relationships and restorative practices
- **ACTIVITY 9:** Assists administration in aligning current policies and procedures with a trauma-sensitive approach

Communication Policy Considerations

- Respecting confidentiality
- Developing processes for talking with families of traumatized children that consider potential trigger for caregivers
- Creating formal structures for family feedback
- Developing trauma-sensitive strategies for working with families around difficult issues

Safety Policy Considerations

- Upholding privacy and confidentiality

Sustainability

- Consider beginning with sustainability in mind through a school based trauma-sensitive workgroup.
- Questions to consider:
 - What would a multi-disciplinary trauma-sensitive workgroup look like at our school? Would it be a separate group or part of an existing team? What staff voices should be represented?
 - How would we involve students and families?
 - How would we monitor change related to adopting a trauma-informed approach? What areas are we most interested in assessing for change?
 - What domains are we most interested in focusing on at first?

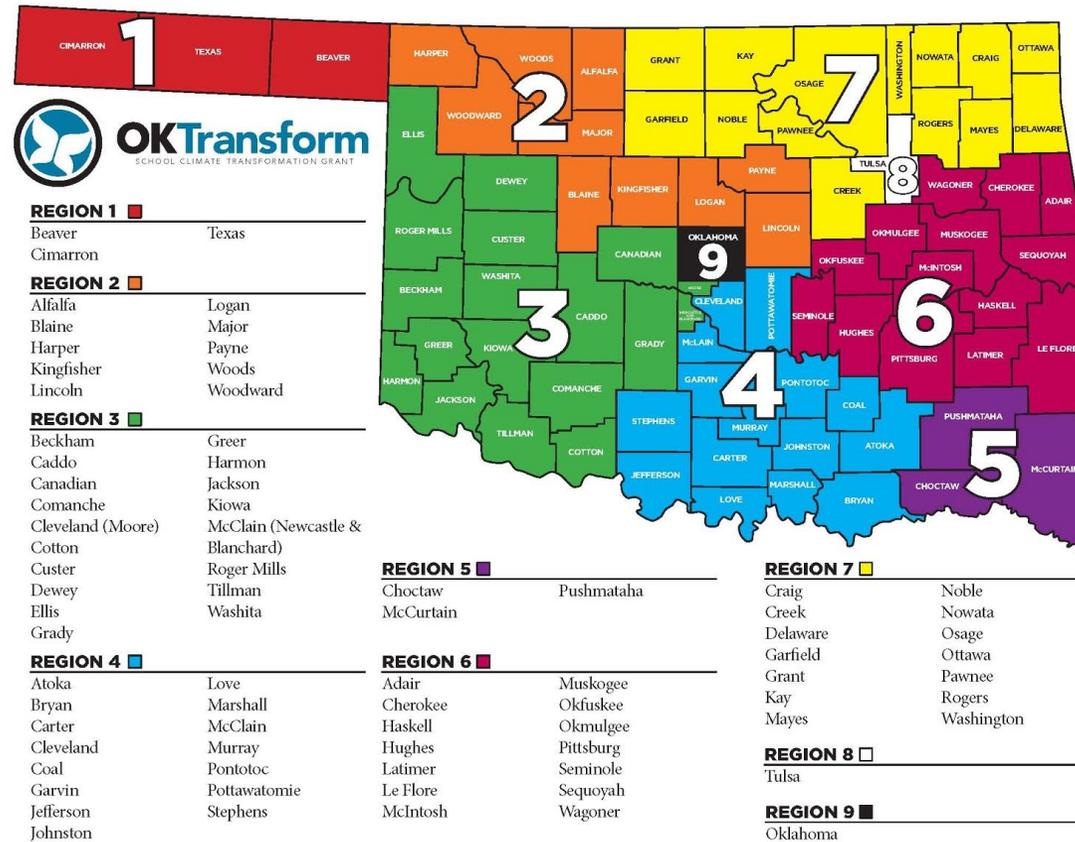
How Can OSDE Support You in Your Journey?

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How Can OSDE Support You in Your Journey?



How Can OSDE Support You in Your Journey?

- **Behavioral Specialists are able to provide training and technical assistance in:**
- Positive Behavior Interventions and Supports (PBIS)
- Social-Emotional Learning
- Trauma-Informed Training
- Suicide and Bully Prevention
- Mental Health Awareness
- Opioid/Substance Prevention

New Supports on the Way

- Suicide Prevention Specialist
- Bullying Prevention Specialist
- Statewide Crisis Team School Psychologist
- Statewide Crisis Team Counselor