

The logo for engageok, featuring the word "engageok" in a white sans-serif font. The "o" in "ok" is yellow, and there is a yellow and purple graphic element below the "k".

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The text "ADMINISTRATORS CONFERENCE" in a large, bold, white sans-serif font, set against a purple-tinted cityscape background.

ADMINISTRATORS
CONFERENCE

Leading 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 effects the brain and learning;
 - How trauma effects 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

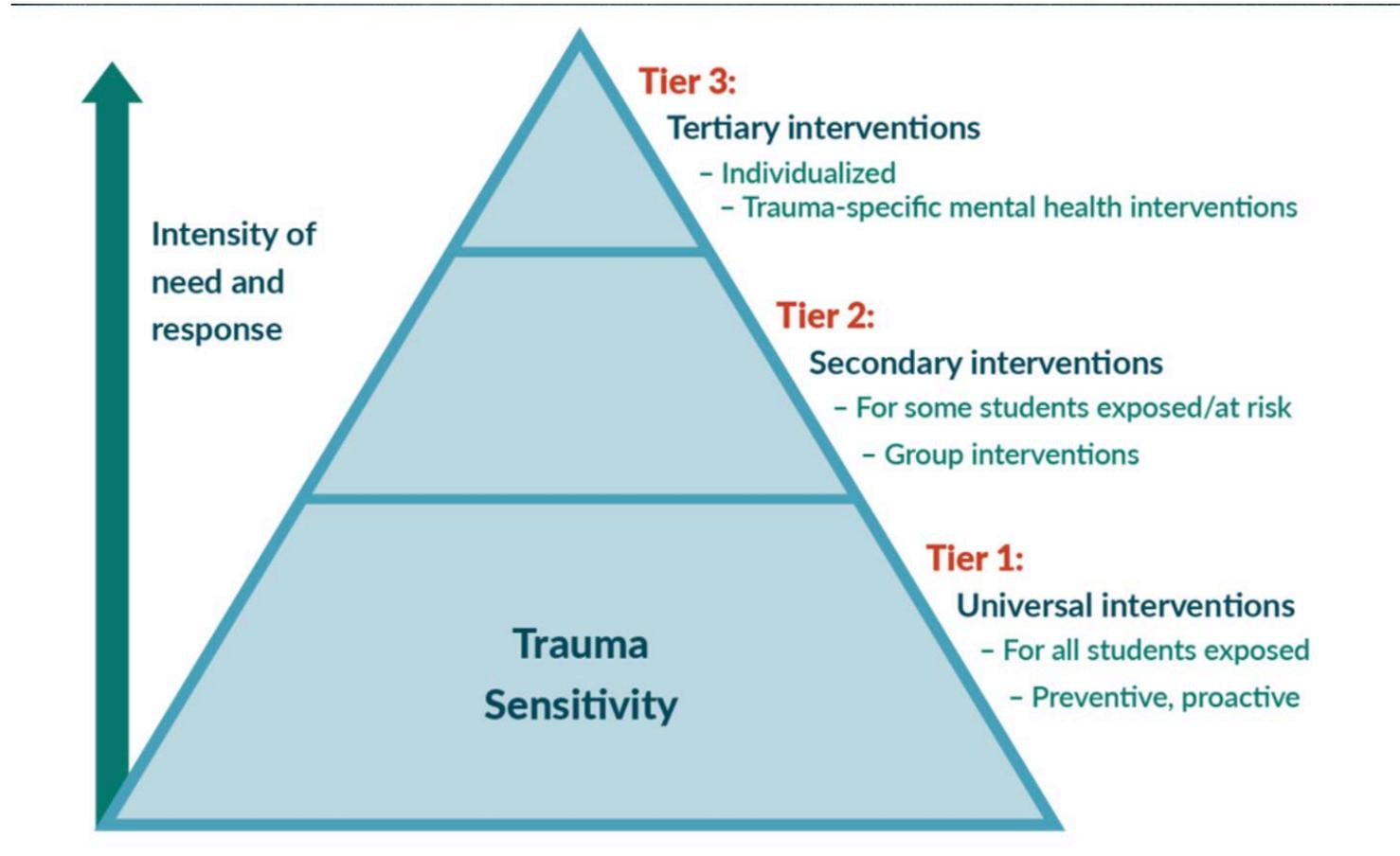
Learning Objectives

- Understand trauma in a broad and inclusive way;
- Recognize the effects of trauma on students, staff and schools:
- Understand why implementing a trauma-sensitive approach involves systems change; and
- Learn a process for implementing a trauma-sensitive approach in your districts and schools.

The Big Picture

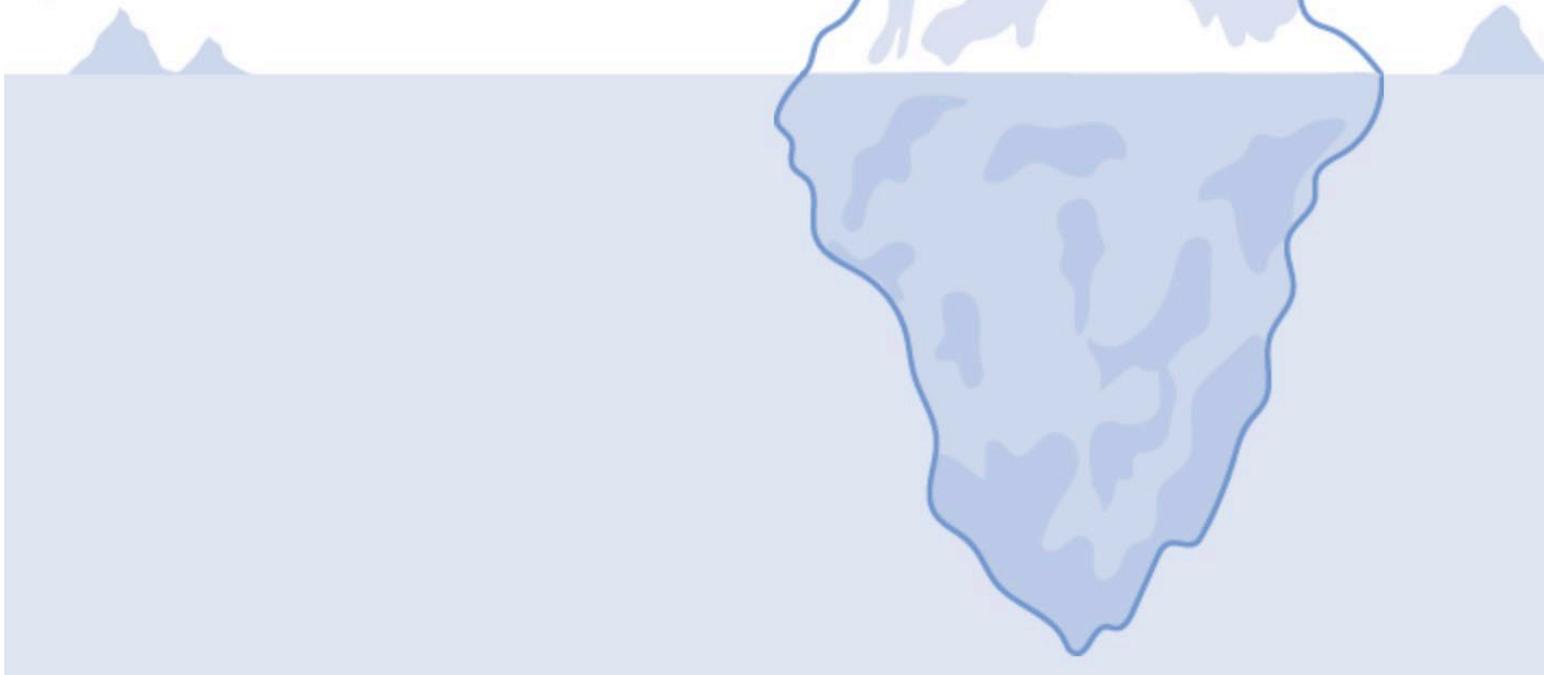
- Trauma sensitivity is a universal approach.
- Trauma sensitivity involves systems change.
- Trauma sensitivity reflects core principals.
- Explore a trauma-sensitive perspective.

Trauma Sensitivity as a Universal Approach



Trauma-Sensitivity Involves Systems Change

What's visible are situations we see and react to, such as behavioral problems, crises, office referrals, and poor academic performance.



Trauma Sensitivity Involves Systems Change



Trauma Sensitivity Reflects Core Principals

- Understand trauma and it's 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; and
- Use a collaborative approach.

Explore a Trauma Sensitive Perspective

- Traditional Perspective: Views adult authority and control as critical to student success. Adults believe that it is their role to establish and maintain control using a one-size-fits-all approach and that students will not be held accountable if there is flexibility or allowance for trauma-related difficulties.
- Trauma-Sensitive: Encourages student and family choice and control. Adults believe that flexibility and individualized responses are needed and choice and control are critical to support healing from trauma.

Pause and Reflect (Pair Share)

- Where is your school as it relates to shifting from a traditional to a trauma-informed perspective?
- How big a shift would it be to adopt a trauma-sensitive approach schoolwide?
- Have you made similar shifts in perspective and practice in the past?
- What are some of the barriers or challenges to this type of perspective shift?
- What would help school staff to make these shifts?

Phase One: Prepare

- Educate your staff.
- Establish a trauma-sensitive workgroup.
- Assess readiness for change.

Educate Your Staff

- The first step towards becoming a trauma informed school.
- Such education builds a common awareness and understanding of trauma and creates buy-in to the change process.
- Everyone in the building receives this education including teachers, counselors, SROs, support staff, school nurses, janitors, cafeteria workers etc.
- Working through the Building Trauma Sensitive Schools curriculum, covered in the previous session, with staff can be used for this education piece.
- The Understanding Trauma and Its Impact e-resource is a great place to start as well. Your action guide gives directions on implementing this resource with staff.
 - <http://dev.airprojects.org/trauma/>

Establish a Trauma-Sensitive Workgroup

- Represents the first formal, structural change towards becoming a trauma sensitive school.
- Starts with school leaders and expands to include additional staff after the initial trauma education piece.
- Should represent staff in different roles across the school.
- Multidisciplinary work group enhances staff buy-in.
- Should be representative of the larger school community.
- Serves as a liaison to the broader school community.

Establish a Trauma-Sensitive Work Group

- Continued leadership involvement is essential for successfully implementing a trauma-sensitive approach.
- Actions that reflect administrator buy-in include:
 - Attending all training events;
 - Communicating commitment to trauma sensitivity;
 - Attending and getting regular reports from the trauma work group;
 - Supporting programmatic changes by the work group; and
 - Ensuring that all are able to fully engage in the process.

Establish a Trauma-Sensitive Work Group

- As schools move forward in the process, the trauma work group meets regularly to:
 - Identify and monitor short and long term goals related to trauma sensitivity;
 - Provide feedback about further changes needed;
 - Identify additional educational and training opportunities; and
 - Gather continuous feedback from the school community.

Assess Readiness for Change

- Readiness refers to the extent to which a school is willing and able to implement a particular intervention or approach.

$$\text{READINESS} = \text{MOTIVATION} \times \text{GENERAL CAPACITY} \\ \times \text{INTERVENTION-SPECIFIC CAPACITY}$$

Assess Readiness for Change

- Sample questions to assess motivation:
 - How is a trauma-sensitive approach different than what is already in place universally to support students?
 - To what extent does trauma sensitivity add value to existing practices and approaches?
 - How consistent is trauma sensitivity with existing school values and cultural norms?
 - How will outcomes related to trauma sensitivity be visible to staff?
 - To what extent is trauma sensitivity seen as a priority compared to other approaches being implemented?

Assess Readiness for Change

- Sample questions to assess general capacity:
 - How well is the school currently operating?
 - How does the staff currently feel about their work environment?
 - How supportive is the leadership to trying new things?
 - How receptive is school staff to change?
 - What structures are in place to support the school's functioning in the day-to-day (staff size and experience, opportunities for planning, training, and collaboration)?
 - What are the general skills, expertise and education of school staff in various roles?

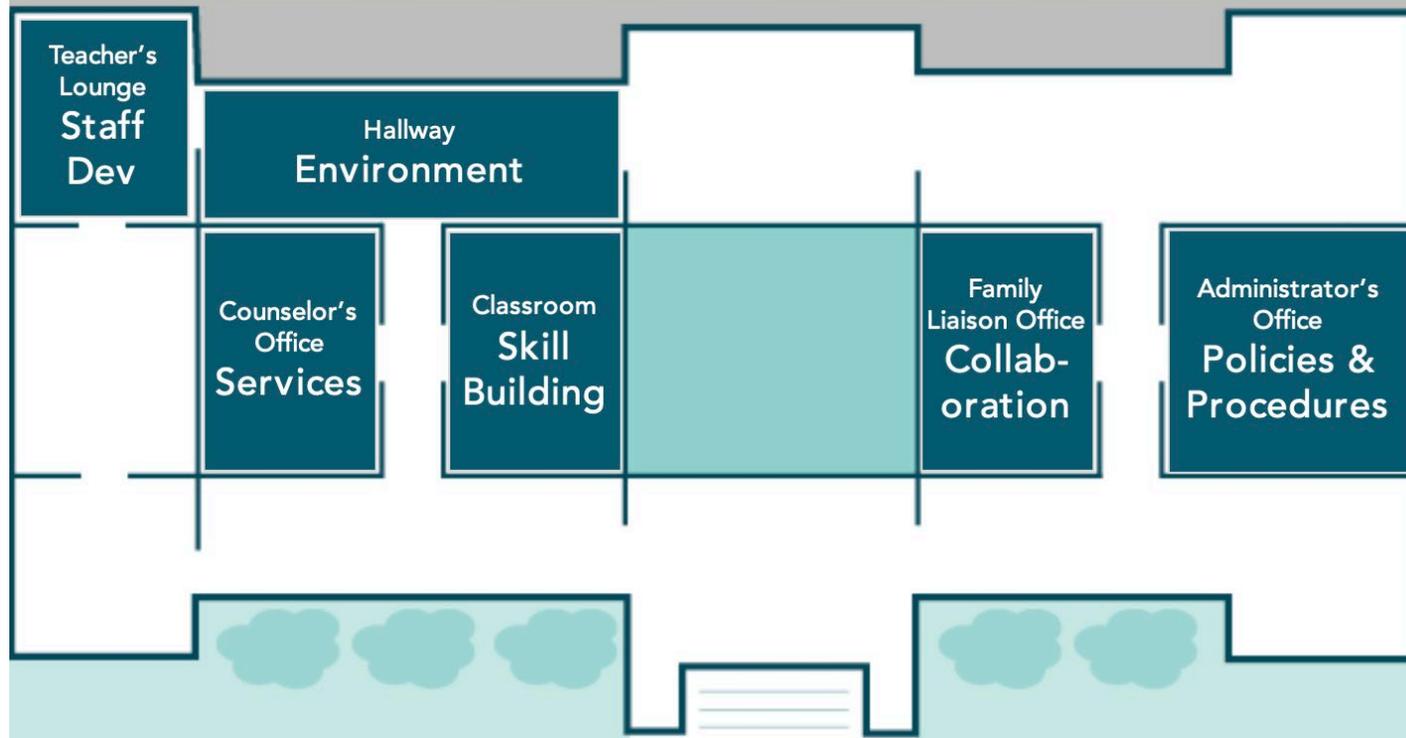
Assess Readiness for Change

- Sample questions to assess specific capacities:
 - What knowledge, skills and abilities are needed to become a trauma-sensitive school?
 - Who in the school will lead the process and champion trauma sensitivity?
 - To what extent is there strong, demonstrated administrative support for trauma sensitivity?
 - What additional processes or structures need to be in place to support this process?

Phase 2: Envision

EXPLORE WHAT A TRAUMA-SENSITIVE SCHOOL LOOKS LIKE

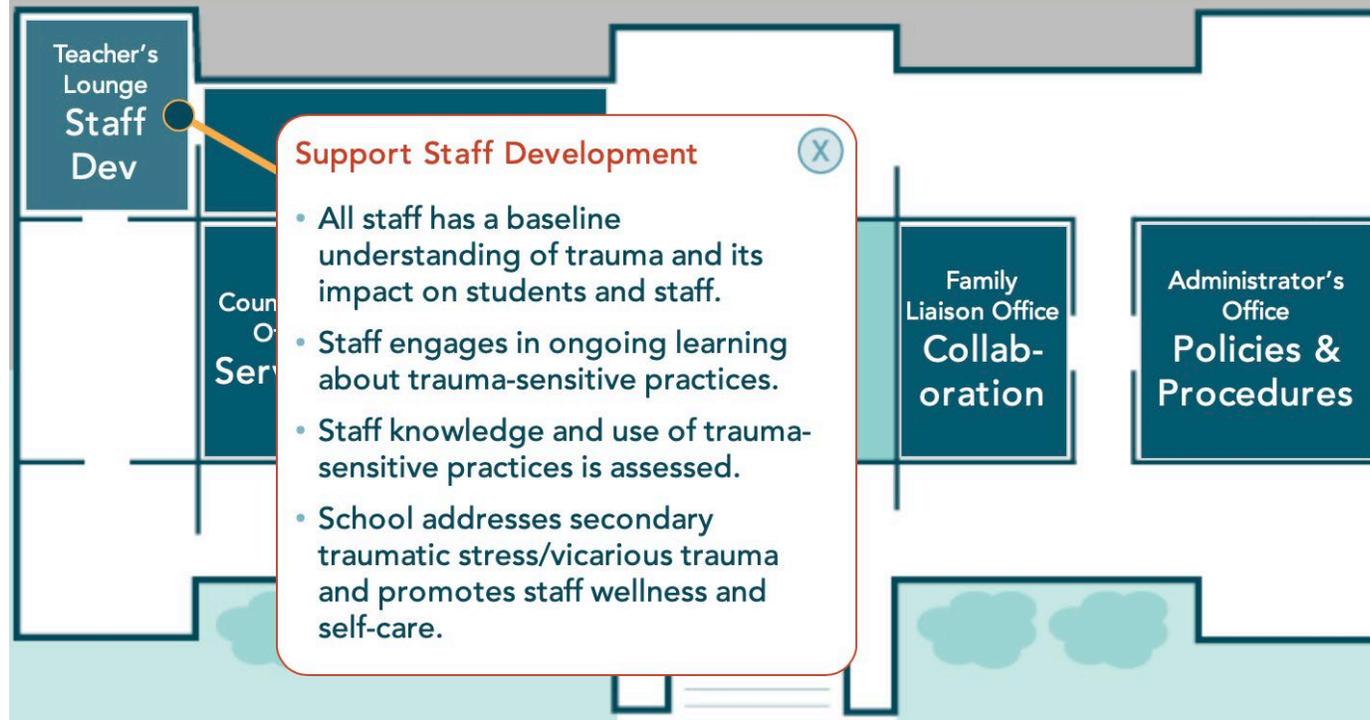
After playing the initial narration by pressing "R" (if auto-play is disabled), select each room to reveal information about each domain. Press "R" to play the narration related to each domain.



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Teacher's Lounge
Staff Dev

Hallway Environment

Counselor's Office Services

Classroom Skill Building

Administrator's Office Policies & Procedures

Create a Safe and Supportive Environment

- School creates a safe physical and emotional environment.
- School recognizes and reduces trauma-related triggers.
- Crisis prevention and intervention practices are trauma-sensitive.
- School reflects culturally relevant norms and practices of students, families, and staff.

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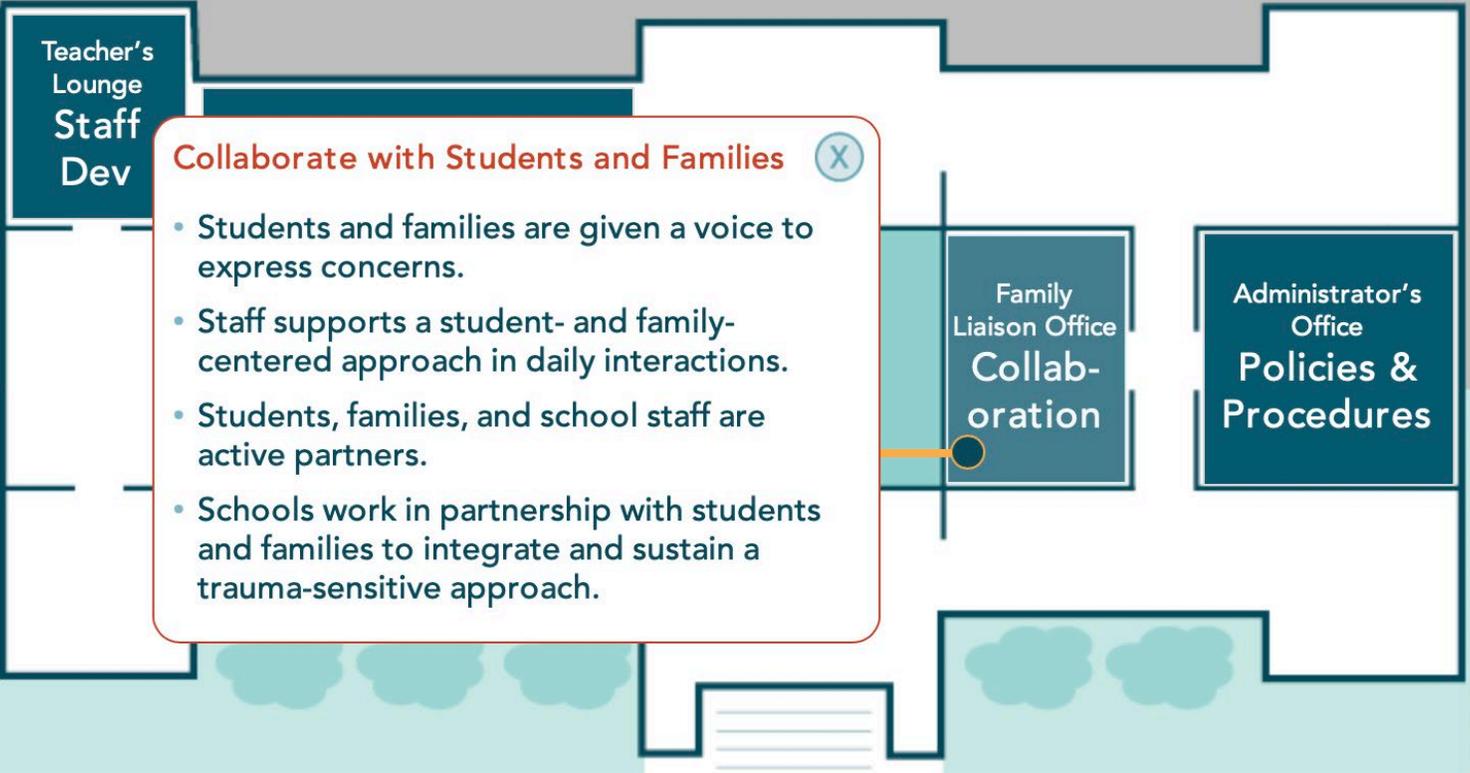
Assess Needs and Provide Support

- School assessments consider potential presence and impact of trauma.
- Assessment practices themselves are trauma-sensitive.
- Student plans consider trauma and trauma-related needs.
- Students have access to trauma-specific clinical interventions as needed.

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<http://dev.airprojects.org/trauma/>

Adapt Policies and Procedures

- Discipline, communication, and safety procedures reflect an understanding of trauma and trauma sensitivity.
- School reviews policies and procedures regularly to ensure alignment with core principles of trauma sensitivity.
- Staff, students, and families are involved in review of policies and procedures.

Phase 3: Align

- Align with other universal approaches already in place.
- Consider the intersection between trauma sensitivity and PBIS/MTSS.
- Consider the intersection between trauma sensitivity and restorative practices.
- Integrate your efforts.
- Revisit school readiness.

Intersection of Trauma Sensitivity and PBIS

PBIS	Trauma Sensitivity
Tier 3: Functional Behavioral Assessments and Individualized plans and supports.	Tier 3: Trauma-specific mental health services to address more significant needs. Trauma-related factors are considered in individual plans.
Tier 2: Behavioral and academic skill development groups.	Tier 2: Targeted skill building to address the effects of trauma and minimize impact on behavior and learning.
Tier 1: Creating a positive school culture, teaching social skills, positively reinforcing prosocial behaviors, structuring the environment to prevent undesirable behaviors.	Tier 1: Educating all staff about trauma and its impact on behavior; building staff skills in trauma sensitivity; adapting policies and practices that cause harm; minimizing trauma-related triggers; considering trauma in assessments and behavior plans; and building social-emotional skills.

Intersection of Trauma Sensitivity and Restorative Practices

- Restorative Practice is an alternative response to harm or misconduct that brings people together to address harms and build stronger, healthier relationships.
- Shared Core Principles:
 - Ensure emotional and physical safety
 - Support choice, control and empowerment
 - Use a collaborative, strengths-based approach
 - View relationships as central to health and healing
 - Strive for cultural competence

Integrate Your Efforts

- Align or integrate workgroups and teams.
- Integrate professional development activities.
- Incorporate questions about trauma-sensitive practices within existing assessments, plans and evaluation tools.

Phase 4: Sustain

- Evaluate Impact
- Respond to changing needs.
- Sustain systems change.

Evaluate

- Plan for how you are going to assess for change from the beginning.
- Quantitative data?
 - ODRs
 - Academic Achievement
 - Attendance
- Qualitative data?
 - Focus groups
 - Interviews
 - Observations

Respond to Changing Needs

- Monitor progress towards goals.
- Gather feedback from staff to make adjustments and follow through.
- Continually assess staff motivation and capacity.
- Adjust to changing student/family characteristics and needs.

Sustaining Systems Change

- Work group maintains standing meetings to maintain momentum.
- Staff receives regular updates on progress to maintain engagement and buy-in.
- The school builds relationships with community partners who can support staff training and provide needed services.
- Key staff in different roles educate the community about this new approach.

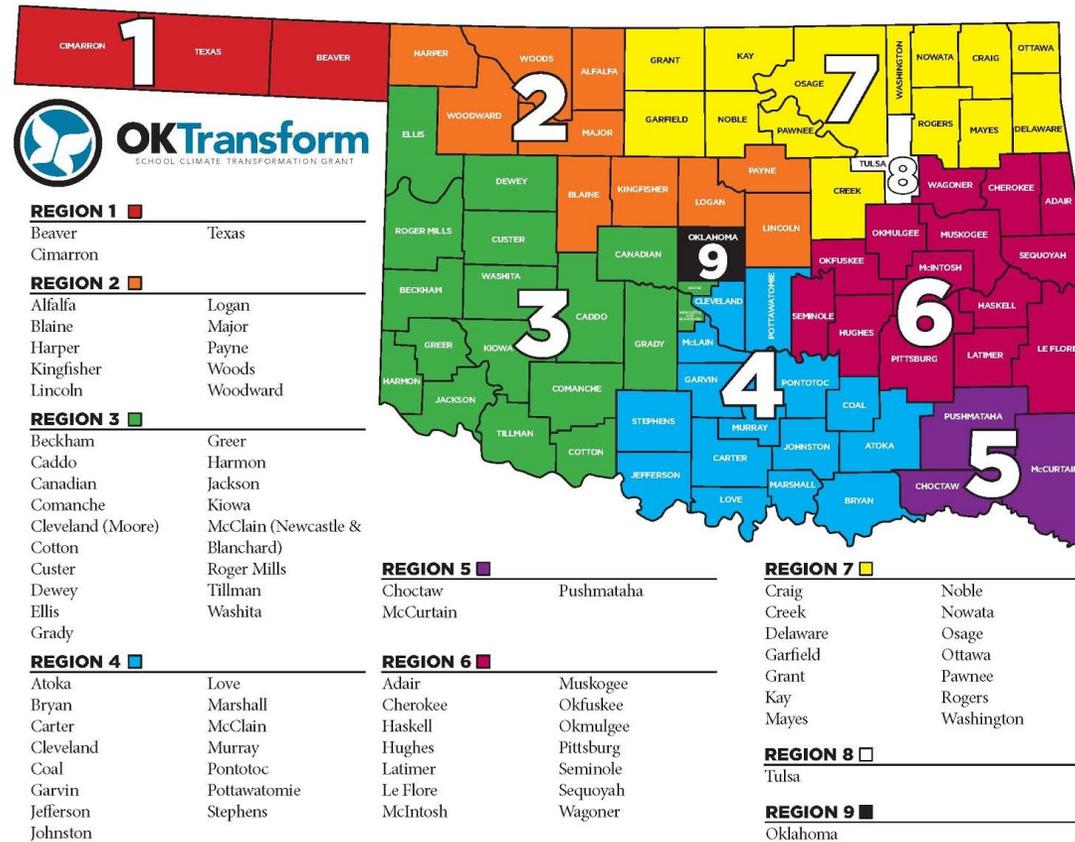
How Can OSDE Support You in Your Journey?

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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