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# 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](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

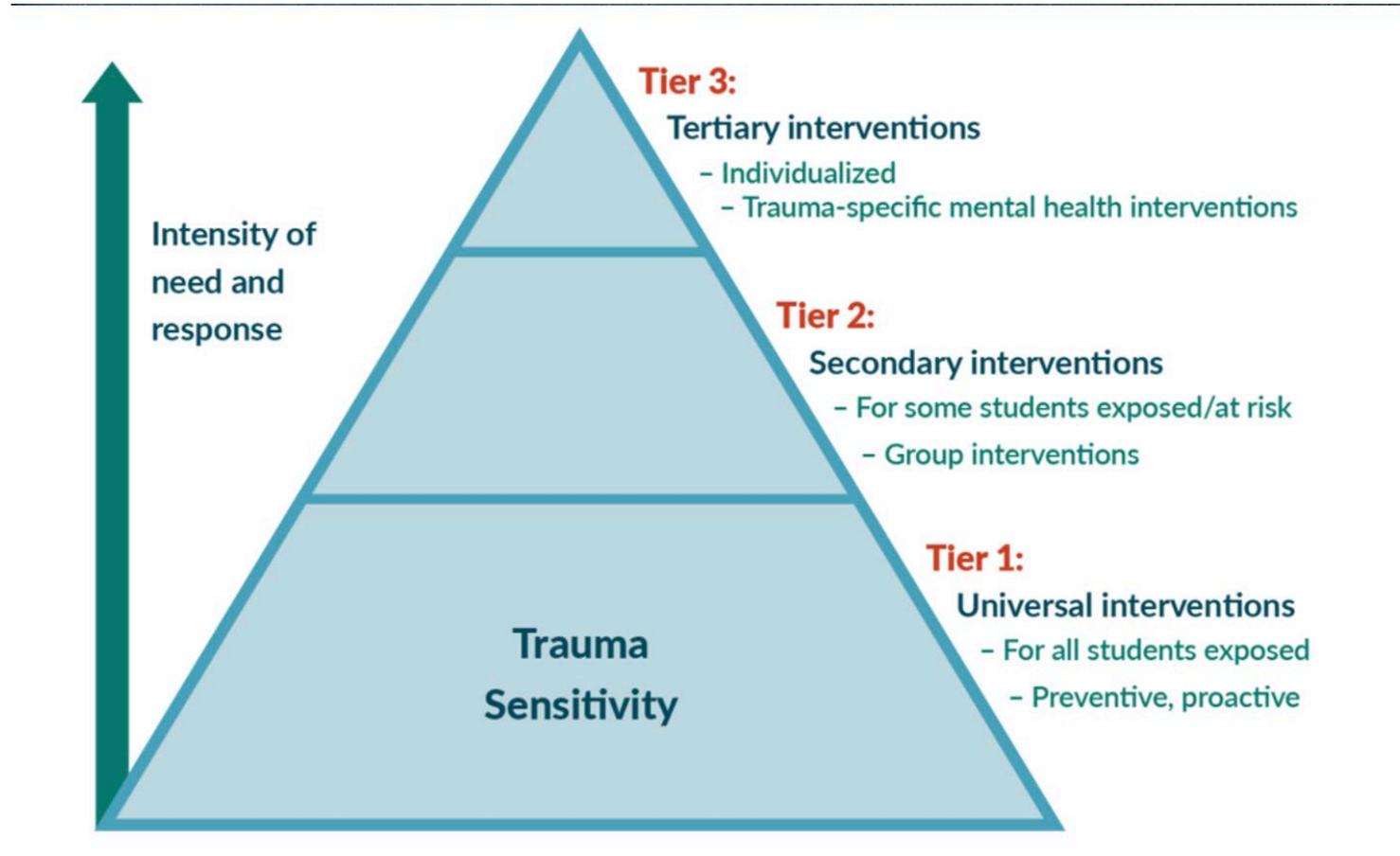
# Learning Objectives

- 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?

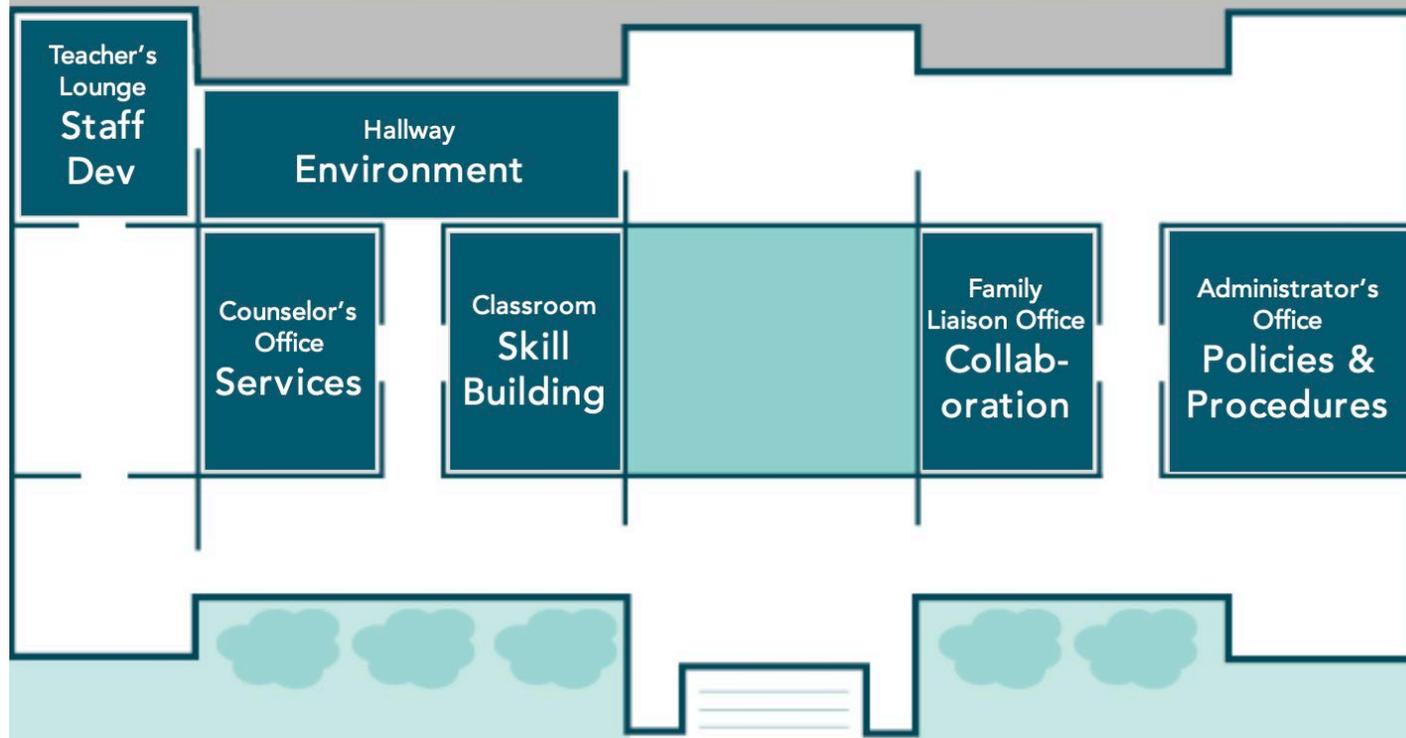
# Assess Readiness for Change

- 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

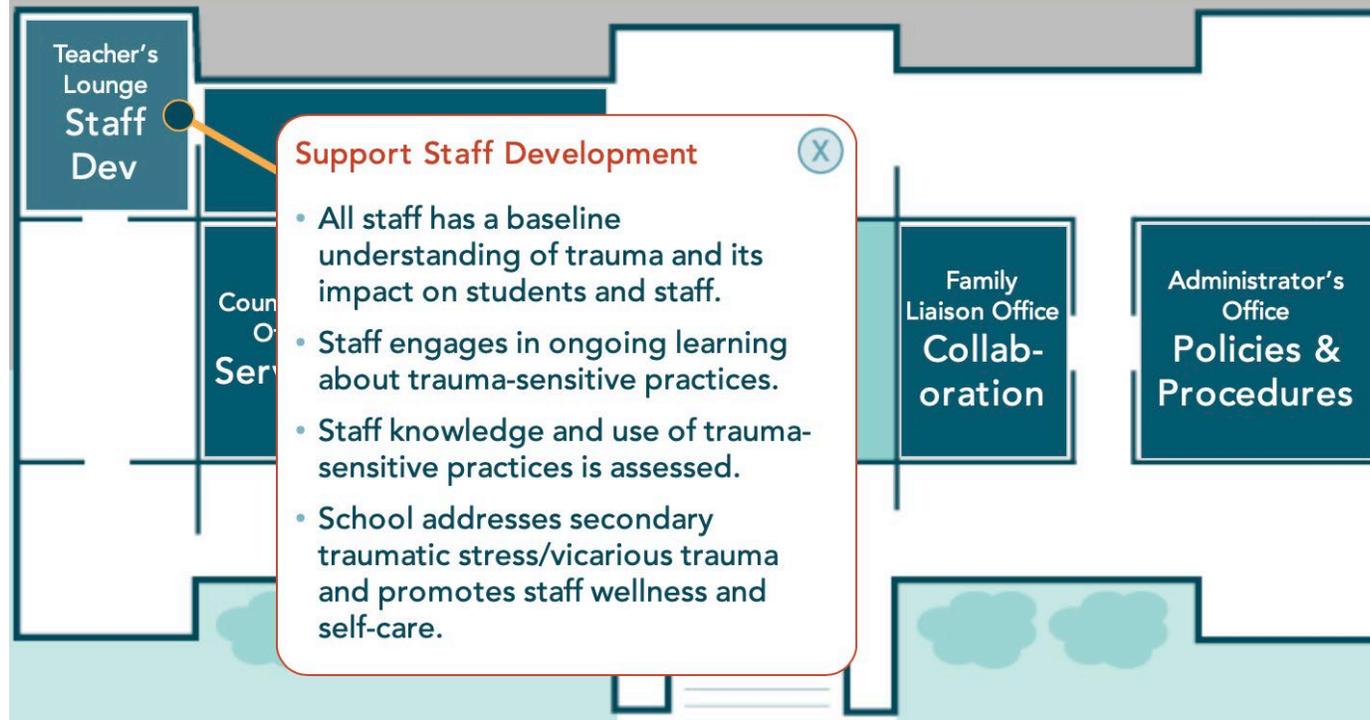
After playing the initial narration by pressing "R" (if auto-play is disabled), select each room to reveal information about each domain. Press "R" to play the narration related to each domain.



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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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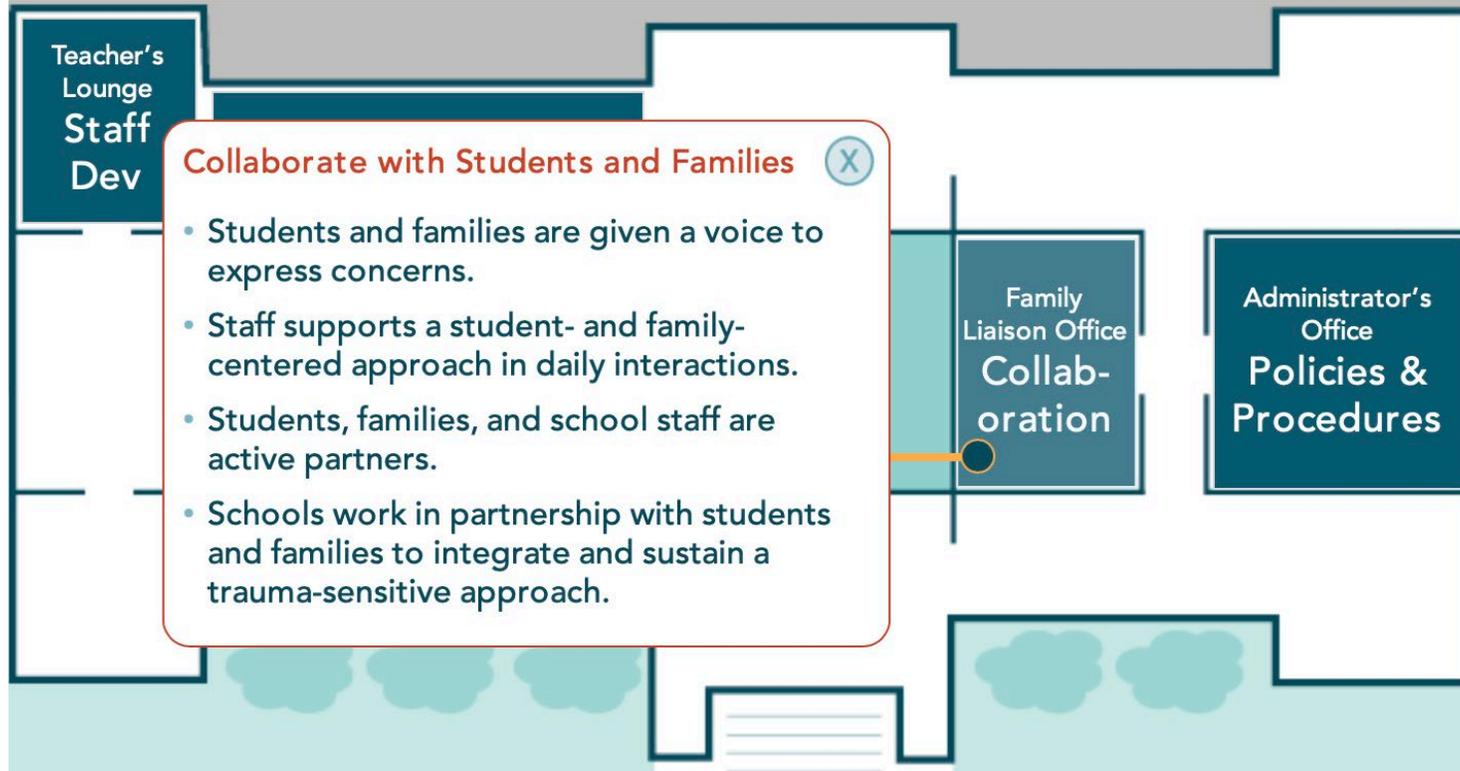
**Assess Needs and Provide Support**

- 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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### 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.

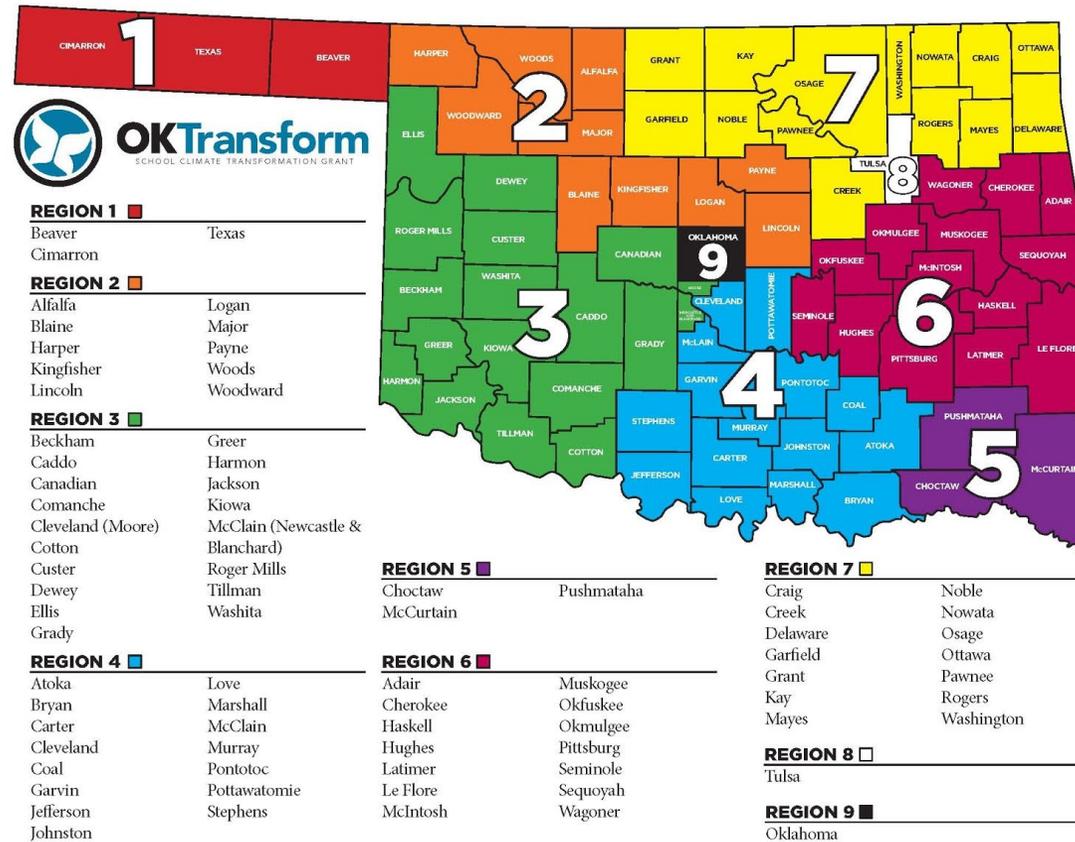
# How Can OSDE Support You in Your Journey?

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# How Can OSDE Support You in Your Journey?

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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