Creating a Trauma Sensitive School

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What’s going on nationally?

Trauma Informed Care
• Adverse Childhood Experiences
• Philadelphia – Urban ACEs
• NCTSN
• Center for Developing Child at Harvard University
• American Academy of Pediatrics

What’s going on nationally?

Trauma Sensitive Schools
• Massachusetts Advocates for Children – Trauma and Learning Policy Initiative
• State of Washington Superintendent’s Office – Compassionate Schools: The Heart of Learning and Teaching
• Compton Unified School District Lawsuit
• Paper Tigers  https://vimeo.com/110821029
What's going on locally?

Trauma Informed Care

• Wisconsin ACEs – Child Abuse Neglect Prevention Board
• Mobilizing Ace Resilient Communities
• ACE Interface Project
• Fostering Futures / National Council of Behavioral Health
• Wisconsin Trauma Project
• Office of Children's Health Collective Impact
• Urban ACES Milwaukee Project

What's going on locally?

Trauma Sensitive Schools

• Trauma Sensitive Schools Toolkit
• Entire school staff professional development
• Many big districts going beyond PD to implementation planning and
• School Mental Health Project: Trauma Sensitive Schools Professional Development

Overview of DPI Project

60 Schools – Two phases

Internal school based team

• Overlap with existing multi-disciplinary team
  - PBIS team
  - School mental health team
  - Building leadership team
• Two day kick off training
• Monthly web-based training with external coach; quarterly in person coaching / training sessions
1. Introduction
2. Prevalence and Impact
3. Neuroscience
4. Self Care
5. Trauma Sensitive Schools
6. Trauma Sensitive Lens
7. Trauma Sensitive Environments
8. Social and Emotional Learning
9. Emotional and Physical Regulation
10. Relationship Building
11. Cognitive Problem Solving
12. Trauma Sensitive Behavioral Supports
13. School wide Discipline
14. Parent Engagement and Leadership

Using the PBIS Framework to Better Support Students Affected by Trauma

Tier 1 – Universal strategies & instruction for all students
Tier 2 – Additional supports for students with milder symptoms of trauma or in high risk groups
Tier 3 – Intensive & ongoing interventions for students deeply impacted by trauma

Key Areas
- Academics
- Assessment & screening
- Behavior management
- Cognitive skills
- Community partnerships
- Crisis prevention & response
- Educator Capacity
- Emotional & physiological regulation
- Environment, culture & climate
- Leadership
- Parent & caregiver involvement
- Policies
- Relationships
- Social-emotional learning

http://dpi.wi.gov/sspw/mental-health/trauma
Evaluation

• ARTIC
• Fidelity Tool
• Culture and Climate Survey

What is it?

Trauma Sensitive Schools
A framework that...
• recognizes the high prevalence of adverse experiences that students and how these experiences impact the behavior and learning
• creates supportive universal environments for all students that promote regulation, relationship and reason to be
• supports awareness of unique needs of trauma affected students and is mindful of avoids re-traumatization

In other words….

Trauma Sensitive Schools is not simply a program or a set of strategies. It is a perspective or way of being that drives what we do and how we do it.
7ei of Trauma Sensitive Schools:

7 Essential Ingredients

1. Prevalence
2. Impact
3. Perspective Shift
4. Regulation
5. Relationship
6. Reason To Be
7. Caregiver Capacity

Trauma Definition

1) Exposure to an event that threatens/harms physical or emotional integrity of the individual or someone close to them
2) Overwhelms the person's ability to respond
3) Creates significant difficulty in functioning

Types of Trauma

• Acute trauma: The response to a one-time event

• Complex trauma: Exposure to multiple traumatic events, often of an invasive, interpersonal nature, and the wide-ranging, long-term impact of this exposure (National Child Traumatic Stress Network)

• Historical trauma: A constellation of characteristics associated with massive cumulative group trauma across generations. *Brave Heart, M.Y.H. (1999)*
What about our school/district?

#1: Prevalence
Adverse Childhood Experiences (ACE) Study
Center for Disease Control & Prevention

Household dysfunction
- Substance abuse 27% 27%
- Parental separation/divorce 23% 21%
- Mental/illness 19% 16%
- Violence between adults 13% 16%
- Incarcerated household member 5% 6%

Abuse
- Psychological /Emotional 11% 29%
- Physical 28% 17%
- Sexual 11% 11%

Neglect
- Emotional 15%
- Physical 10%

ACE Score = 0 1 2 3 4+

64%
Have at least one ACE

ACE Scores
- 0: 36%
- 1: 26%
- 2: 16%
- 3: 5.1%
- 4+: 12.5%

Center for Disease Control and Prevention, 2016
Urban ACE Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Philadelphia Study</th>
<th>White</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witnessed violence in the neighborhood</td>
<td>40.5%</td>
<td>25.9%</td>
<td>52%</td>
</tr>
<tr>
<td>Felt discrimination based on race or ethnicity</td>
<td>34.5%</td>
<td>15.8%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Adverse neighborhood experience, feeling unsafe/not trusting one's neighbor</td>
<td>27.3%</td>
<td>19.3%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Bullied</td>
<td>7.9%</td>
<td>9%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Lived in foster care</td>
<td>2.5%</td>
<td>1%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Impact: Physical and emotional health

Trauma Dose-Response Relationship

ACE Score (trauma dose)

Response (serious health issues)

Health risks associated with ACEs

Behaviors
- School Absenteeism —tardies & truancy
- Dysregulated eating (under & overeating)
- Smoking
- Suicide attempts
- Illicit drug use & substance abuse
- Multiple sexual partners
- Self-injurious behaviors (e.g., cutting)

Outcomes
- Autoimmune disorders
- Obesity & eating disorders
- Substance use disorders
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Sexually transmitted infections (STIs)
- Unintended pregnancies

ACEs over the Life Course

Adapted from Center for Disease Control and Prevention, 2016
ACE and School Performance

- Traumatized children are:
  - 2.5x more likely to fail a grade in school
  - score lower on standardized achievement tests
  - have more struggles in receptive and expressive language
  - are suspended and expelled more often
  - more frequently placed in special education

IMPACT ON LEARNING & BEHAVIOR

- Organization
- Cause & effect
- Memory
- Executive functioning
- Attention
- Academic engagement
- Intrusive thoughts
- Receptive & expressive language
- Fine motor skills
- Frustration tolerance/ perseverance

- Reactivity
- Impulsivity
- Attention (vigilance/ dissociation)
- Relational engagement
- Emotional regulation
- Social & emotional development
- Aggression
- Withdrawal
- Perfectionism

IMPACT ON WORLDVIEW

- Nurturing & stable attachments with adults
- Belief in a predictable & benevolent world/ generally good things will happen to me
- Feeling of positive self-worth / others will see my strengths
- Optimism about the future
- Feeling that I can have a positive impact on the world

- Basic mistrust of adults/ inability to depend on others
- Belief that the world is an unsafe place/ bad things will happen & they are usually my fault
- Assumption that others will not like me
- Fear & pessimism about future
- Feelings of hopelessness & lack of control
Building Healthy Brains


Perceptive: How do we view children?

<table>
<thead>
<tr>
<th>Traditional View</th>
<th>Trauma Informed View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting out child</td>
<td>Emotionally dysregulated child</td>
</tr>
<tr>
<td>Anger management problems</td>
<td>Scared / fight, flight, freeze response</td>
</tr>
<tr>
<td>Willful and naughty</td>
<td>Adaptive patterns of behavior</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Seeking to get needs met</td>
</tr>
<tr>
<td>Uncontrollable</td>
<td>In need of skills to self-regulate</td>
</tr>
<tr>
<td>Pushing buttons</td>
<td>Negative template or worldview</td>
</tr>
<tr>
<td>In need of consequences to motivate</td>
<td>In need of effective intervention to heal</td>
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</tbody>
</table>
Perception: How do we view parents?

<table>
<thead>
<tr>
<th>Traditional View</th>
<th>Trauma Informed View</th>
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<tr>
<td>Non-compliant, disrespectful</td>
<td>Scared, seeking control</td>
</tr>
<tr>
<td>Lazy</td>
<td>Feels helpless</td>
</tr>
<tr>
<td>Uncaring, disengaged</td>
<td>Overwhelmed, disenfranchised</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Seeking to get needs met</td>
</tr>
<tr>
<td>Angry</td>
<td>Survival adaptation</td>
</tr>
<tr>
<td>Delayed/“slow”</td>
<td>Dissociative</td>
</tr>
<tr>
<td>System distrust</td>
<td>Historical trauma</td>
</tr>
</tbody>
</table>

Assessing Perspective

- School culture/climate
- Trauma Sensitive School Checklist
- Review Tool for Assessing Practice
- Stop, start, continue, change activity
- Safety Review Tool
- Classroom sensory strategy assessment
- Social and Emotional Learning Tool
- My Emotional Regulation Plan

#4 Regulation

- Impact on the Brain
  - If there is danger, the “thinking” brain shuts down, allowing the “doing” brain to act
  - Brain changes in a use dependent way; repeated exposure to traumatic stress causes changes in brain structures, neurochemistry & genetic expression
  - Information from our environment comes in low
  - Cortical modulation is impaired
How do we intervene in the classroom?

Categories of Strategies

- Sensory
- Regulatory
- Relational
Sensory Triggers and Preferences

Providing Diverse Options

- Vision
- Auditory
- Smell
- Taste/ Oral motor
- Movement (vestibular / proprioceptive)
- Touch / Temperature
- Movement and Balance

Regulation

- Art
- Music
- Yoga, stretching, playing catch
- Aerobic Exercise [https://www.youtube.com/watch?v=6Rivxc52C0]
- Bal-a-vis-x [https://www.youtube.com/watch?v=_mbQv34Zsw]
- Comfort/ sensory rooms
- Pet assisted work
- Ritual and routine
- Deep breathing,
- Mindfulness [https://www.youtube.com/watch?v=U9phWL8t08&feature=player_embedded]

For more examples: [https://media.dpi.wi.gov/sspw/av/trauma_sensitive_schools_mod_9/story.html]

At this frequency

Not this frequency

Lower Brain
# 5: Relationship

Repeating the pattern

- Co-regulation: Educator and student
- Co-dysregulation: Educator and student
- Disengaged students

Relational

Increasing connections
- Identifying relational deficits
- Mentoring with a safe adult
- Regulation breaks with staff

Teaching relational skills
- Universal and embedded social and emotional learning
- Safe and acceptable expression of feelings
- Supervised play/parallel play at first
- Coaching and role playing interactions
#6: Reason to Be

- Past: How did I come to be?
- Present: Who am I and what is my purpose?
- Future: Who do I hope to become?

Reason to Be: Universal

- Identity development in curriculum
- Culturally responsive practice
- Restorative Practice
- Safety/Protection from bullying
- Focus on strengths/Sense of competence
- Belonging and acceptance –community circle
- Service learning
- Student driven decisions
- Vision, Mission/Values
- Diverse exposure
- Growth mindset
- Optimism, hope and perseverance
- Meaning
- Resilience

#7 Caregiver Capacity
The Cost of Caring

Brene Brown on Empathy
https://www.youtube.com/watch?v=1Evwgu03gIU

Self-Awareness

Personal Awareness:
- Acknowledging personal trauma history/ACE score.
- Recognizing its role in your way of being.
- Seeking professional support as needed.

Red Flags:
- Changes in friends or activities
- Sleeping/eating issues
- Intrusive thoughts
- Medical Concerns
- Withdrawal/numbing
- Others?

Self-Assessment
- Beth Hudnall Stamm - ProQOL http://www.proqol.org
Positive School Culture

- Wellness program
- Work/life balance is valued
- Open communication
- Positive problem solving
- Supportive culture (ask for help, tapping out)
- Gratitude and celebrations

Strategies for us

- Regulation
- Relationship
- Reason to Be

Next Steps…

What will you do next?

“We are the ones we’ve been waiting for.”
—The Elders Oraibi, Arizona Hopi Nation
We need more…

7 EI Introduction to Trauma Sensitive Schools
November 7th

http://www.sainta.org/trauma-informed-care/community-training/

7 EI Train the Trainer
October 7th and 8th / 14th and 15th
November 7th – 11th

http://www.sainta.org/trauma-informed-care/train-the-trainer/

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• Professional Development on mental health and trauma
• Teacher consultation regarding student needs
• Coaching and consultation on school wide implementation of trauma sensitive schools