WELCOME

Training Staff in Evidence Based Practices to Build a Trauma Informed School

Part I: Training Graduate Interns in Evidence-based Practices to Treat Trauma in Schools

Part II: Using Trainer of Training Model to Build a Trauma Informed School & Staff
THE PLAN FOR OUR TIME TOGETHER

• **PART 1** Training Graduate Interns in Evidence-based Practices to Treat Trauma in Schools
  – 35 MINUTES PRESENTATION
  – 10 MINUTES QUESTION AND ANSWER

• **PART 2** Using Trainer of Training Model to Build a Trauma Informed School & Staff
  – 35 MINUTES PRESENTATION
  – 10 MINUTES QUESTION AND ANSWER
In It Together: Training Graduate Interns in Evidenced-based Practices to Treat Trauma in Schools

Center for Trauma Care in Schools
Alliance for Inclusion and Prevention, Inc.
31 Heath Street
Boston, MA 02130
www.aipinc.org
Alliance for Inclusion and Prevention

Center for Trauma Care In Schools
Who We Are

Alliance for Inclusion and Prevention

• Established in 1995
• Private, non-profit, children’s mental health organization in Boston
• Advancing mental health and school success of children at high risk
• Partnerships are central to everything we do
Center for Trauma Care in Schools

5-Year SAMHSA/NCTSI grant

Goals:

- Increase access to trauma treatment
- Improve quality of services; training in evidence-based screening and treatments
- Foster school environments that are sensitive to traumatic stress
Why train interns in EBPs?

- Low confidence and high anxiety about their ability to deliver quality clinical care (Gelman, 2004)

- EBPs often integrated within survey courses; no opportunity to practice skills

- Implementation of EBPs essential to development of clinical skills (Weisman et al., 2006)
Trauma-focused Intern Training

- Teaching Platform: In-person Training and ZOOM
- Training Techniques: Problem-based Learning/Case Vignettes
- Defining Roles and Responsibilities
- Brokering Partnerships
- Training Logistics/Scheduling
- Program Expansion
- Satisfaction Data/Quality Improvement

(aip) Alliance for Inclusion & Prevention
Brokering Partnerships

“In It Together” means just that!

AIP coordinates multiple constituents:

• Graduate schools
• School sites
• Field Supervisors
• Interns
Training Logistics

Challenge of Coordinating schedules:

• School district: All grade levels; public/private
• Graduate schools
• Intern placement days
Roles and Responsibilities

Graduate School
- Field Placement Department
- Field Advisor

School District
- Field Supervisor

CTCS
- Training Leadership
- Trauma Consultant
Teaching Platform

Orientation and training:
- Working in schools
- Overview of trauma
- EBPs

Video conferencing:
- Placements across districts; different start/end times
- Interns not on campus at the same time
- Accessibility of field supervisors
- Case presentation format
- Small cohort on each ZOOM call
Training Techniques

CTCS Training Leadership:
- Didactic with experiential practice
- EBPs presented throughout the year
- Problem-based Learning (PBL)

Trauma consultants:
- Support EBP implementation/maintain fidelity to treatment models
- Trauma-focused supervision throughout the school year
Data/Quality Improvement

Year 1 Survey Results → Year 2 Enhancements:

- **Increase in-person training time**
  - Additional support, practice and peer connectedness

- **Continue trauma consultation**
  - Training and supervision in basic counseling skills
  - Engagement, goal setting, intervention strategies

- **Self-care**
  - Increase training time in Mindfulness and Trauma-sensitive Yoga practice
Program Expansion

Recruit interns from districts beyond Boston
- Greater statewide presence
- Less dependence on one district

Interdisciplinary cross-training in social work and education
- Partnership with public school and university
- MAT and MSW program collaboration
- Integrated into CTCS Trauma-focused Training
References


Contact Us

Alliance for Inclusion and Prevention, Inc.
Center for Trauma Care in Schools
31 Heath St.
Boston, MA 02130
www.aipinc.org

Lisa Baron, Ed.D.  Project Director
lbaron@aipinc.org
617-816-9908

Meg Smith, MSW, LICSW Program Director
msmith@aipinc.org
617-469-0074
IN IT TOGETHER:
USING TRAINER OF TRAINING MODEL TO BUILD A TRAUMA INFORMED SCHOOL & STAFF

Part 2
Mission of the Midwest PBIS Network

Improve student outcomes by increasing the quantity, fidelity, and sustainability of schools implementing multi-tiered behavioral supports.
OBJECTIVES

- Participants will be able to describe the content and organization of trauma modules used by Midwest PBIS Network.

- Participants will be able to identify how a TOT model would meet their needs.

- Participants will be able to implement a TOT model for training trauma for their own use.
WHERE TO FIND CONTENT
Fall Training Institute
UIS PAC Center, Springfield, IL    October 23, 24, 25, 2018
EARLY BIRD REGISTRATION EXTENDED!
Through 9/14/2018   $90 per person/per day

SAVE THE DATE

July 16th - 18th, 2019
Summer Training Institute | NIU Naperville
Trauma

Understanding how trauma impacts performance in the educational setting can change how we interact with our most vulnerable youth. This two-day training will build participants’ fluency in defining trauma, describing how trauma may look in the classroom, discussing how trauma can affect students, and support school-wide and classroom systems with trauma-informed learning. Participants in this training should engage in the professional learning necessary to install and coach utilizing a trauma-informed lens in systemic, efficient, and effective way. This will include: 1) providing professional development to school staff, 2) supporting assessment of school-wide and classroom systems and practices, and 3) supporting action plans for trauma-informed school and classroom data, systems and practices.

Who Should Participate:

This training is appropriate for any member of the school staff who wants to learn more about the impact of trauma and effective school experiences. This training is ideal for those interested in making a change within their district/building.

- External Coaches
- Internal Coaches
- Administrators
- Teachers
- Student Support Personnel
- Etc.

Participants can expect to leave being able to:

- Define trauma and how it impacts performance in the classroom;
- Understand how implementing SW-PBIS is the basis of developing a trauma-informed building/classroom;
- Know strategies that can be implemented in the classroom to support students who have experienced trauma.

Agenda

Opening Slides

Module 1: Self-Care
- PPT
- Article: When Students Are Traumatized, Teachers Are Too
- Self-Care for Educators
- Self-Care Assessment
- Professional Quality of Life Scale (PQoL): Comprehensive Satisfaction and Fatigue, YS (2009)
- Activity: Self-Care Plan and Schedule

Module 5: Trauma-Informed Classroom Practices
- PPT
- Activity: Classroom Practices Resource Map
- Example of Activities: Classroom Practices Resource Map
- Classroom Management Practices Trauma-Informed Crosswalk
- Classroom Practices Observation Tool
OUR FOCUS: TIER ONE
Multi-Tiered Framework

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

• Students
• Staff
• Families

~80% of

~15%

5%

(USDOE OSEP PBIS TA Center, 2010)
WHY we approached it as a Trainer of Trainers Model

- A belief all educators need to understand the impacts of trauma

- Understanding Illinois is a large state and we are a small organization

- Recognition ownership is stronger when staff teach/present to their own staff
We are learning and growing the structure around a more formal trainer of trainers model. We would suggest you check out information from the CDC.
Objectives for the 3-day training

An introduction to developing a trauma-informed lens for District Leadership Teams. Over the course of this training series, teams will:

- Learn the effects of childhood trauma on the brain and strategies for supporting students
- Receive training to coach other school staff on being more informed and sensitive at all three tiers of the behavior continuum.
- Be provided continued support on implementation of applying the trauma lens in existing school wide programs.
STRUCTURE OF THE 3 DAYS

Day One:
Teach modules

Day Two:
Practice modules

Day Three:
Coaching
HOW AND WHY
organization of the training modules

- Why we used a module format
- Why we started with self-care
- Why we added notes in each slide
The training modules

- Eight modules
  - Self-care
  - What is Trauma
  - Trauma and the Brain
  - Fight Flight and Freeze in the classroom
  - Trauma Informed Classrooms
  - Integrating trauma into your MTSS structure
  - Professional development plans
  - Coaching Skills
A few notes about the modules

- **Self-care**
  - Research & history of stress to reduce “fluffy” perception
  - Included self-assessments
  - Activity: self care plan and schedule

- **What is Trauma**
  - Included privately taking ACE for self and anonymously for student
  - Life Change Index to demonstrate more than ACEs

- **Trauma and the Brain**
  - Used videos to help teach

- **Fight Flight and Freeze in the classroom**
  - Referenced *Fostering the Resilient Classroom* to demonstrate “looks like” in the classroom
Continued notes about the modules

- Trauma Informed Classrooms
  - Crosswalk with 8 classroom practices

- Integrating trauma into your MTSS structure
  - Resource Mapping
  - Fidelity Tools

- Professional development plans
  - Sample Plan

- Coaching Skills
  - Listening self-assessment
  - Coaching scenarios
Participant follow up steps last year

52 percent furthered their own PD

100 percent discussed with their building admin

43 percent discussed with their district admin

100 percent discussed informally with colleagues

71 percent completed formal professional development for staff

43 percent completed formal professional development for admin
Participants began looking at these data points…

- Implemented an SEL Screener
- Number of students who did not have a single adult figure
- Standard professional development assessments
- Classrooms who implemented mindfulness and yoga techniques after recess kept data points re: focus and discipline
- Attendance and grades
- Student behavior pre and post mindfulness activities throughout the year
- Typical behavior data
What type of professional development related to trauma did you prioritize for the 18-19 school year?
How much time is dedicated to trauma in your building professional development plan?
Growing & Learning

- We are continuing to replicate the Trauma TOT model.

- Changes/Additions:
  - Day 1: Deliver and practice messages on modules
    - Using objectives from module
  - Focused time on Day 2 for developing professional development plans
Because of our training with you, our core Trauma Team is now in year 2 of inservicing our grade school staff on becoming a trauma informed school. Our team presented at opening day inservice to do a refresher of the definition of trauma, self care, seeing bears, etc. We reviewed mindfulness and basic yoga techniques and encouraged all teachers to utilize those tools in their classrooms daily. We also told our staff that our number one focus this year is building relationships with our students. When we do that, the academics fall into place. When we make them feel safe, they respond.
HOW YOU COULD LEAVE AND REPLICATE

- Start with determining if there is a need
- Discuss with administration
- Determine time and resources
- Develop a pre-assessment
- Develop a training plan
- Create a post-assessment
References

- https://www.cdc.gov/healthyschools/trainingtools.htm
- www.midwestpbis.org
- Katie Pohlman  Katie.pohlman@midwestpbis.org
- Ami Flammini  Ami.Flammini@midwestpbis.org