

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

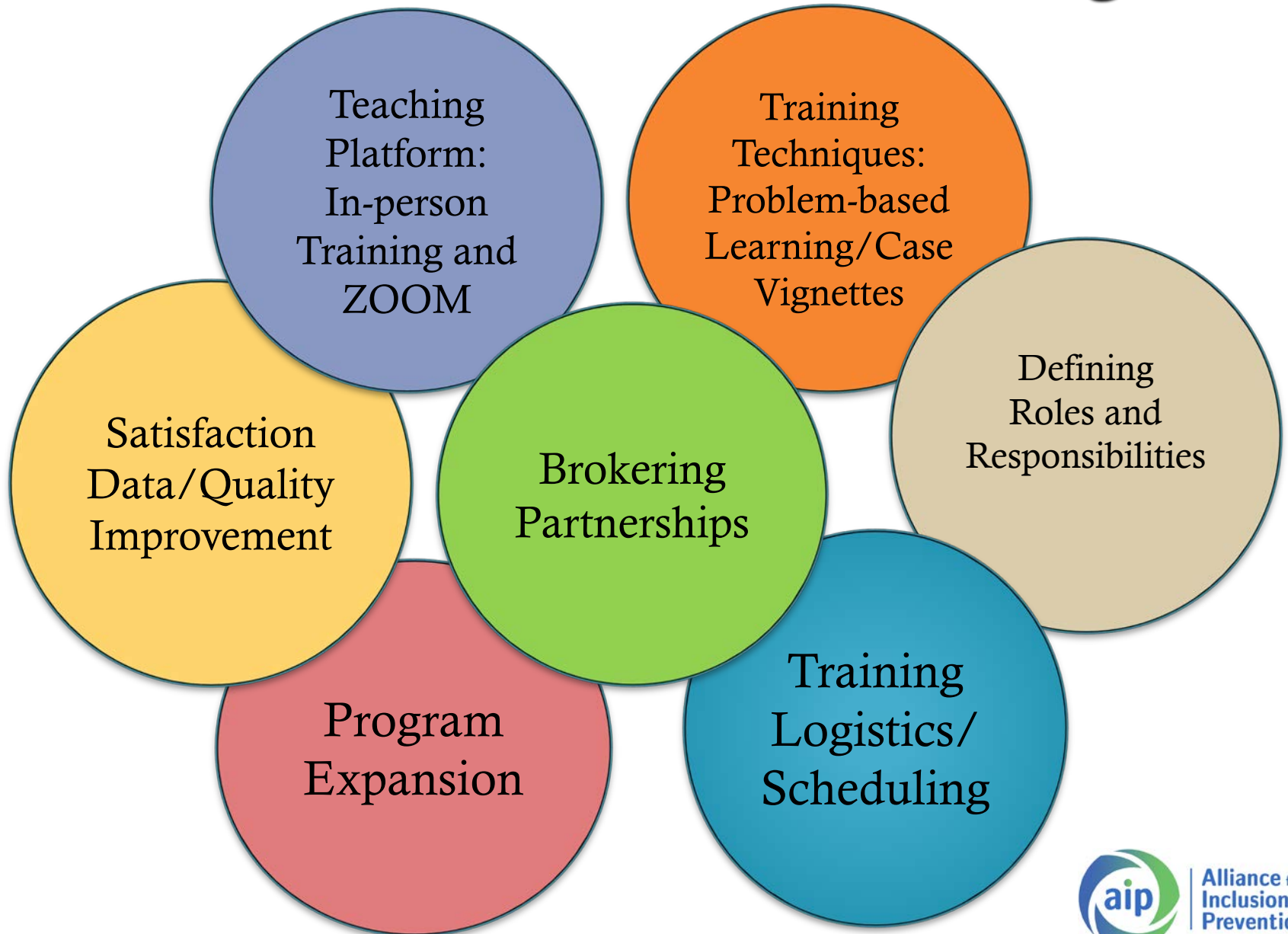
Goals:

- 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



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

- Ducharme, P., Rober, A., and Wharff, E. (2015). Building Confidence in Social Work Interns Through an Evidenced Based Practice Seminar During Field Education. *Field Scholar*, 5(1).
- Gelman, C. R. (2004). Anxiety experienced by foundation-year MSW students entering field placement: Implications for admissions, curriculum, and field education. *Journal of Social Work Education*, 40(1), 39-54.
- Weissman, M. M., Verdeli, H., Gameraff, M. J., Bledsoe, S. E., Betts, K., Mufson, L., . . . Wickramaratne, P. (2006). National survey of psychotherapy training in psychiatry, psychology, and social work. *Archives of General Psychiatry*, 63(8), 925-934.

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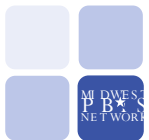
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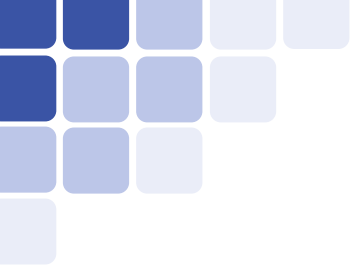


IN IT TOGETHER:

**USING TRAINER OF TRAINING MODEL TO BUILD A TRAUMA
INFORMED SCHOOL & STAFF**

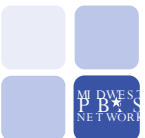
Part 2





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



The screenshot shows the website www.midwestpbis.org. A large red arrow on the left points to the navigation menu. Another red arrow on the right points to the 'Fall Training Institute' featured article. The navigation menu includes: Home, Coaches, Family, Mental Health Integration (ISF), Evaluation, Events, Content, Recognition, and IL-EMPOWER. The featured article is titled 'Fall Training Institute' and includes the text: 'UIS PAC Center, Springfield, IL October 23, 24, 25, 2018', 'EARLY BIRD REGISTRATION EXTENDED!', and 'Through 9/14/2018 \$90 per person/per day'. Below this is a 'CONGRATULATIONS' banner for schools recognized for PBIS implementation in 2017-18, with a 'CLICK HERE to Visit the Recognized Schools Listing!' link. To the right is a section titled 'The Midwest PBIS Network' with a paragraph of text. At the bottom, there are six icons for: PBIS Websites, News to Know, Upcoming Events, Sign Up for Our Newsletter, Podcast 'Passing Period', and Recent Presentations. A YouTube logo is also present with the text 'Visit our YouTube Channel for Exemplar Videos!'. A footer banner states 'The Midwest PBIS Network is an approved Illinois State Board of Education IL-EMPOWER Professional Learning Partner' with a 'Click here for more information' link.

Not Secure | www.midwestpbis.org

Search this site

MIDWEST PBIS NETWORK

Home Coaches Family Mental Health Integration (ISF) Evaluation Events **Content** Recognition IL-EMPOWER

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

CONGRATULATIONS

To over 500 Illinois schools who were Recognized for PBIS Implementation during the 2017-18 school year!

[CLICK HERE to Visit the Recognized Schools Listing!](#)

If your team has not yet applied, we'd still love to celebrate your accomplishments and thank you for your dedicated efforts! [CLICK HERE to APPLY NOW!](#)

The Midwest PBIS Network

Is an educational organization at SASSED that supports implementation of Positive Behavioral Interventions and Supports in state, local, and community agencies throughout the Midwest. A partner with the OSEP funded National PBIS Technical Assistance Center, the Network develops the capacity of schools to prevent problem behaviors, promote positive school culture, and to evaluate the impact on both social and academic success of all youth, including those with the highest level of need.

PBIS Websites

News to Know

Upcoming Events

Sign Up for Our Newsletter

Podcast "Passing Period"

Recent Presentations

YouTube

Visit our YouTube Channel for Exemplar Videos!

The Midwest PBIS Network is an approved Illinois State Board of Education **IL-EMPOWER** Professional Learning Partner

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MIDWEST PBIS NETWORK

- [Home](#)
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- [Recognition](#)
- [IL-EMPOWER](#)

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

- [Introduction to PBIS](#)
- [Tier I and Classroom ...](#)
- [Tier II ...](#)
- [Tier III ...](#)
- [Mental Health Integration \(ISF\)](#)
- [Trauma](#)
- [Early Childhood](#)
- [Bullying Behavior Intervention](#)
- [FBA-BIP ...](#)
- [RENEW](#)
- [RENEW Booster](#)
- [Restorative Practices](#)
- [Role of Clinician](#)
- [SWIFT at SWIS and SWIS-CICO](#)
- [Data-Based Decision-Making: SWIS/TIPS](#)
- [Wraparound](#)
- [Wraparound-RENEW follow up](#)
- [Special Topics ...](#)
- [Training of Trainers \(TOT\)](#)





MIDWEST PBIS NETWORK

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 effect student development and impact learning, and how to assess current school-wide and classroom systems with trauma informed lens. 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 planning 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 adverse childhood experiences. This training is ideal for those interested in/involvement to lead the charge 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](#)

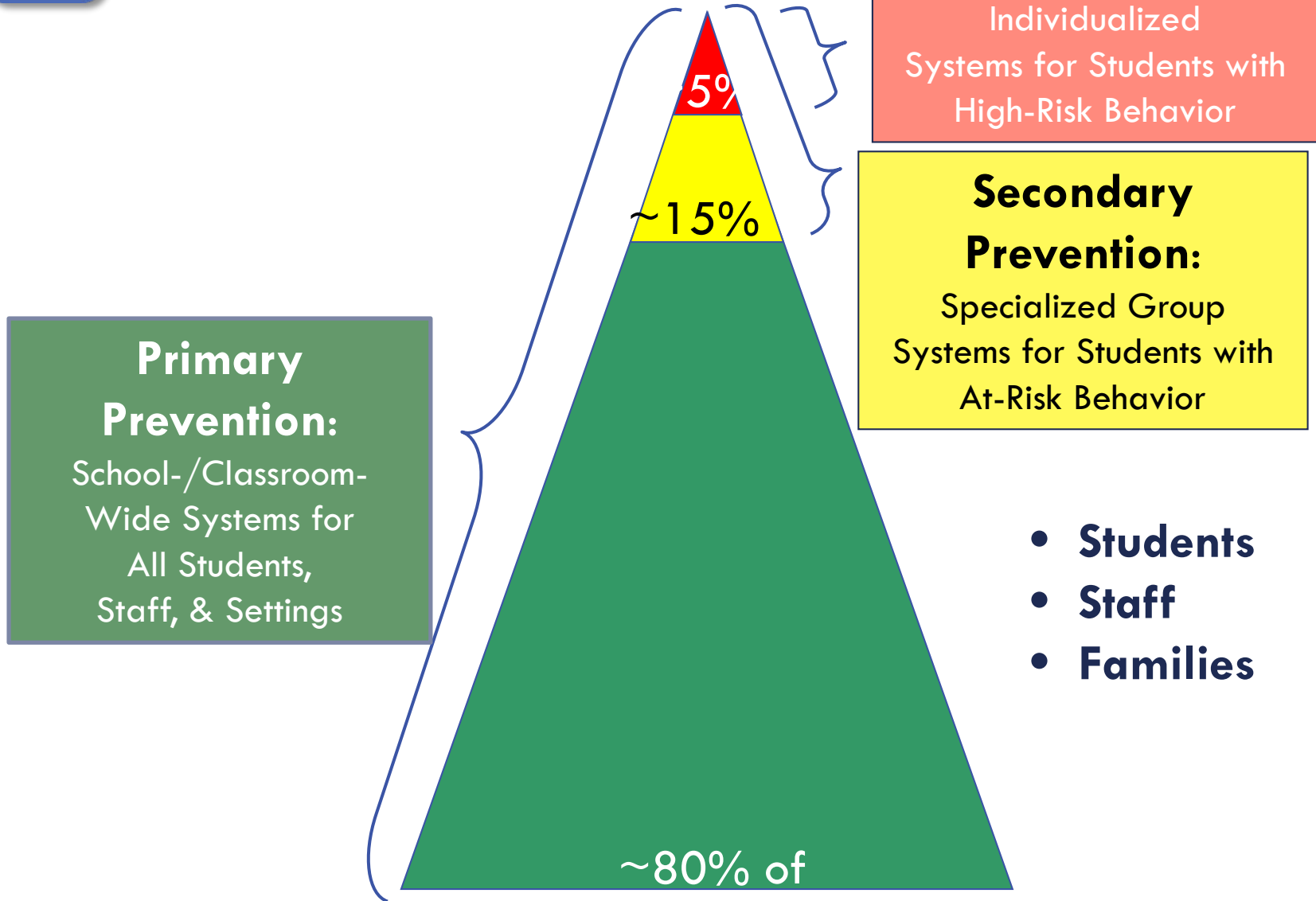
Module 1: Self-Care

- [PPT](#)
- [Article: *When Students Are Traumatized, Teachers Are Too*](#)
- [Self-Care for Educators](#)
- [Self-Care Assessment](#)
- [Professional Quality of Life Scale \(ProQOL\): Compassion Satisfaction and Fatigue, v5 \(2009\)](#)
- [Activity: Self-Care Plan and Schedule](#)

Module 5: Trauma-Informed Classroom Practices

- [PPT](#)
- [Activity: Classroom Practices Resource Map](#)
- [Example of Activity: Classroom Practices Resource Map](#)
- [Classroom Management Practices Trauma Informed Crosswalk](#)
- [Classroom Practices Observation Tool](#)

OUR FOCUS: TIER ONE Multi-Tiered Framework



(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





Train instructors

A ToT workshop can build a pool of competent instructors who can then teach the material to other people.



Direct participant

Direct participants to supplementary resources and reference materials.



Lead discussions

Lead activities that reinforce learning.



Listen effectively

Helps instructors be more effective in their practice and more responsive to the needs of the learners they serve.



Make observations

Provide insight into how adults learn, and can help instructors be more effective in their practice.



Support participants

Provides completed, continued, and targeted follow-up support once a professional development event has been completed.

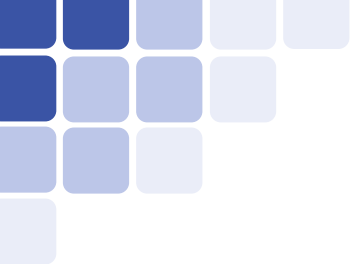
We are learning and growing the structure around a more formal trainer of trainers model. We would suggest you check out information from the CDC.

visit: <http://www.cdc.gov/training>

[lthysci](http://www.lthysci.org)

[.eac](http://www.eac.edu)

[obs](http://www.obs.org)





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

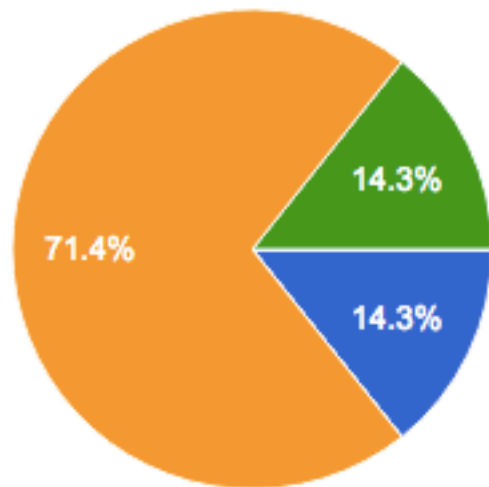
43 percent completed formal professional development for admin



Participants began looking at these data points...

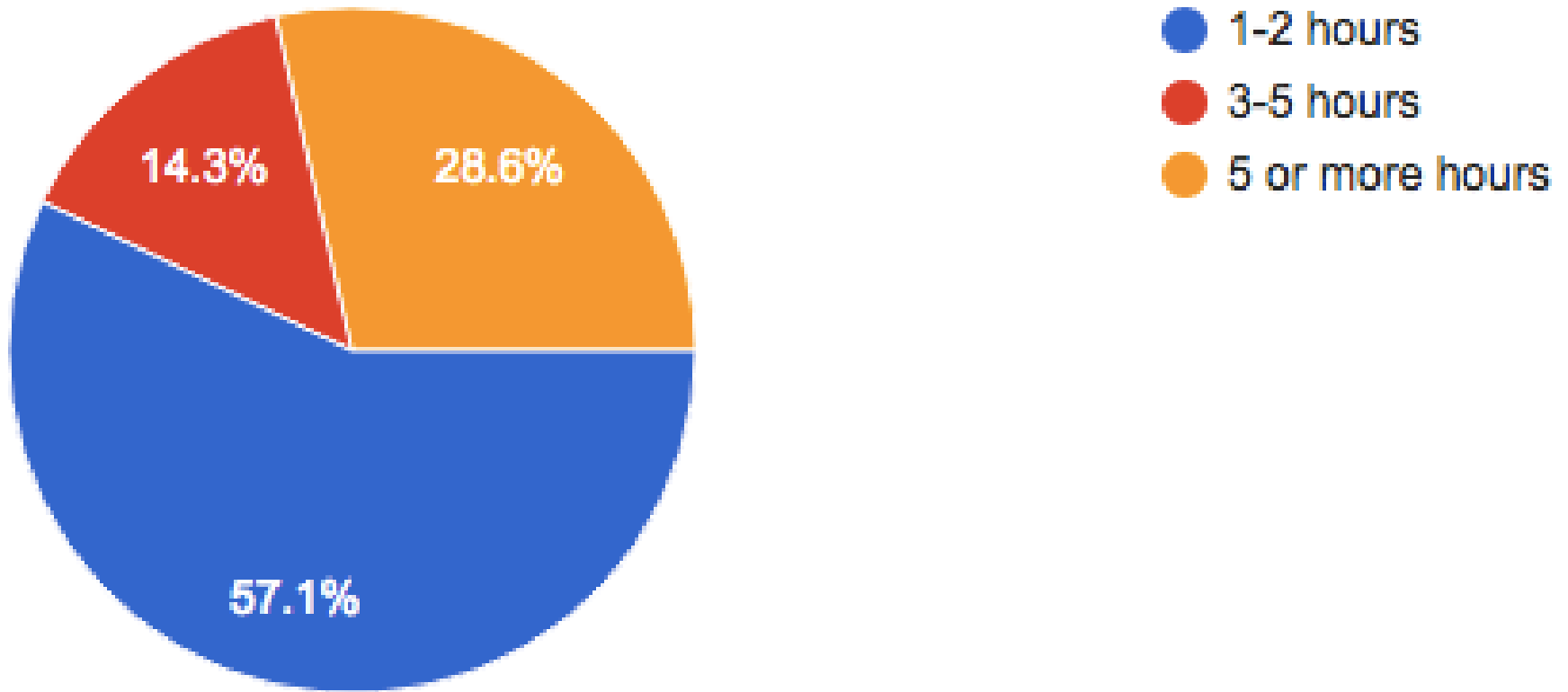
- Implemented an SEL Screener
- Number of students who did not have a single adult figure
- Standard professional development assessments
- Classrooms who implemented mindfulness and yoga techniques after recess kept data points re: focus and discipline
- Attendance and grades
- Student behavior pre 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?



- Overview of trauma
- Trauma and the brain
- Trauma in the classroom
- Trauma and how it fits within a multi-tiered system of support
- Self-care for educators

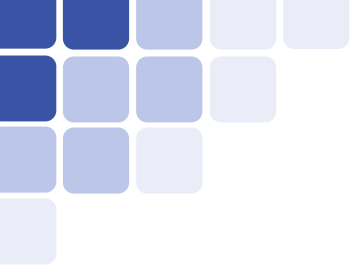
How much time is dedicated to trauma in your building professional





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