

**Tips and Tools for Leveraging
Trauma Informed Care Techniques
to Reduce Stress
for Students, Teachers, and Providers**

Tuesday, December 15, 2020

2:00-3:00pm EST

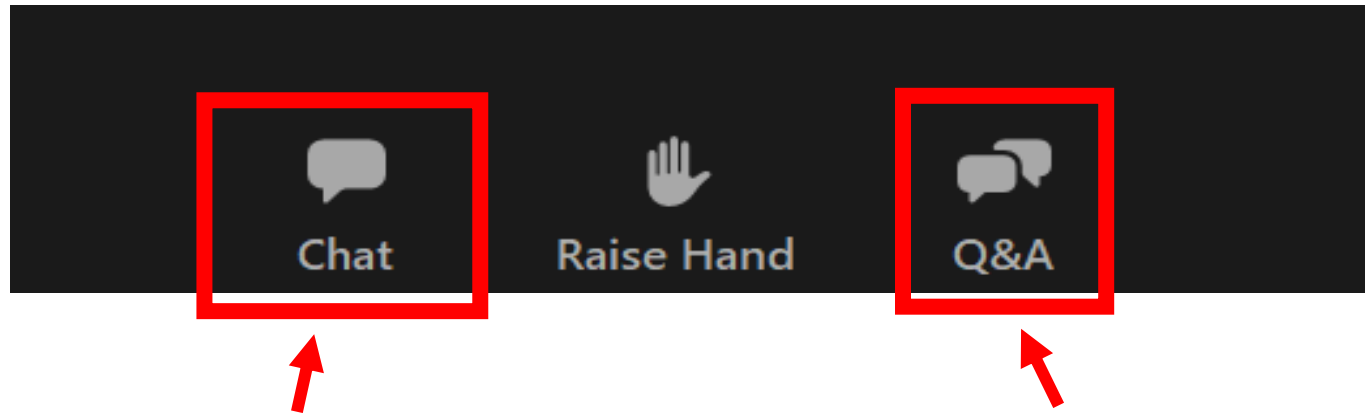


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How to Ask a Question/Make a Comment



Type in a **comment** in the **chat box**

Type in a **question** in the **Q&A box**

Both are located at the bottom of your screen.
We'll answer as many questions as we can at the end of
the presentation.



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www.samhsa.gov



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Poll #1: What best describes your role?

- Clinician
- Administrator
- Policy Maker
- Payer
- Other (specify in chat box)



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Poll #2: What best describes your organization? (check all that apply)

- School Based Health Provider
- Behavioral Health Provider
- Primary Care Provider
- Mental Health Provider
- Substance Use Disorder Provider
- Other (specify in chat box)



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Poll #3: Where is your organization in the process of integration?

- Learning/Exploring
- Beginning Implementation
- Advanced/Full Implementation
- Ongoing Quality Improvement
- Other (specify in chat box)



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Introductions



Katy Stinchfield

Senior Program Manager
School-Based Health Alliance



Pamela Black, MA, MEd

Consultant
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Dr. Timothy Kearney

Community Health Center,
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Faculty



Dr. Jessica Welt

Child Guidance Center, Inc. &
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Faculty



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Learning Objectives

In this webinar participants will:

- Understand the basics of trauma and ways in which the on-going COVID-19 pandemic is impacting school communities, including students/clients, parents/guardians/caregivers, and teachers, school staff and providers
- Learn about Trauma-Informed Care techniques for working with behavioral health providers, teachers and school staff, and caregivers, to improve their Trauma-Informed Care with students
- Learn about Trauma-Informed Care techniques for reducing stress and preventing re-traumatization virtually & in person for students amidst the on-going COVID-19 pandemic



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Resilience

The importance of promoting resilience for ourselves and students/clients.



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Review: Trauma

- What is Trauma?
- How is trauma effecting individuals during the pandemic?



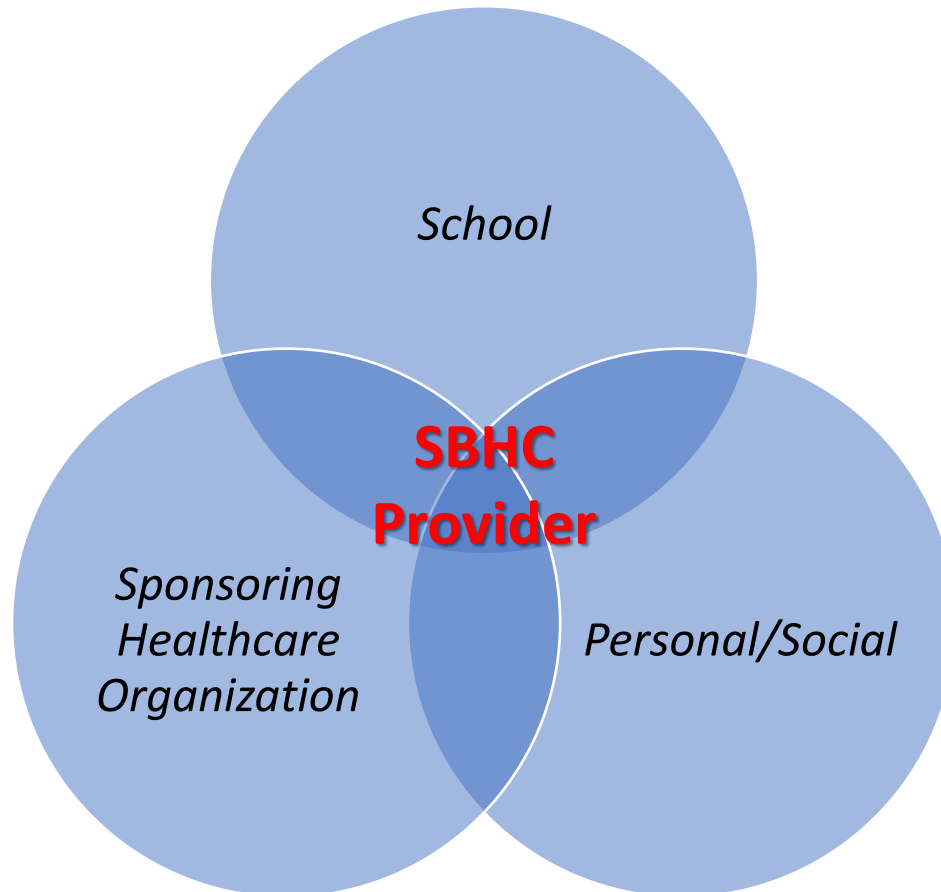
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Review: SBHC Providers



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Review: Strategies

- What is compassion fatigue?
- Importance of self care
- Strategies



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Calm Environment

A dysregulated adult cannot regulate a child...

Calming the environment begins and ends with the adult who

- ✓ **Minds the Gap**
and
- ✓ **Responds calmly**

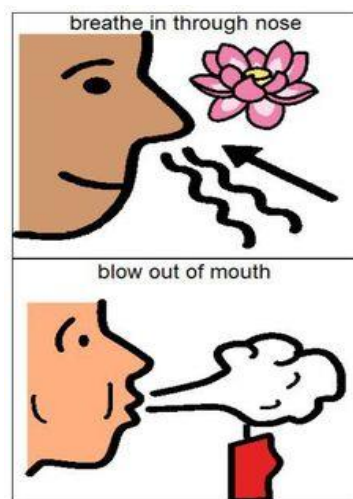
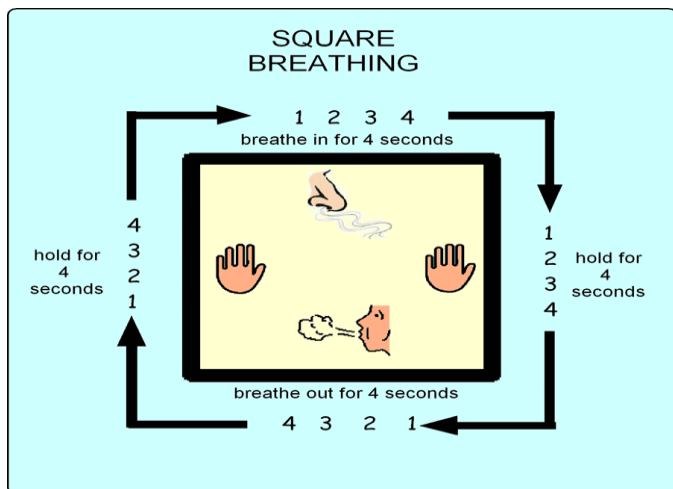


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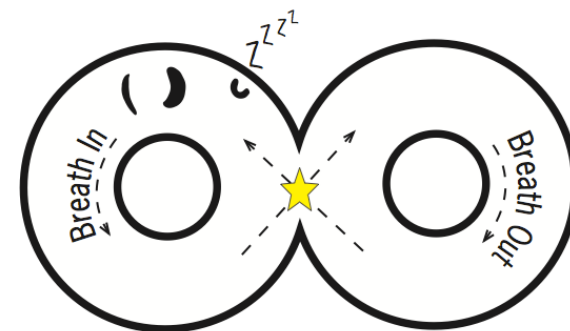
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Self Regulation: Regulate Breathing

4 Square Breathing



Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

4-7-8 Breathing

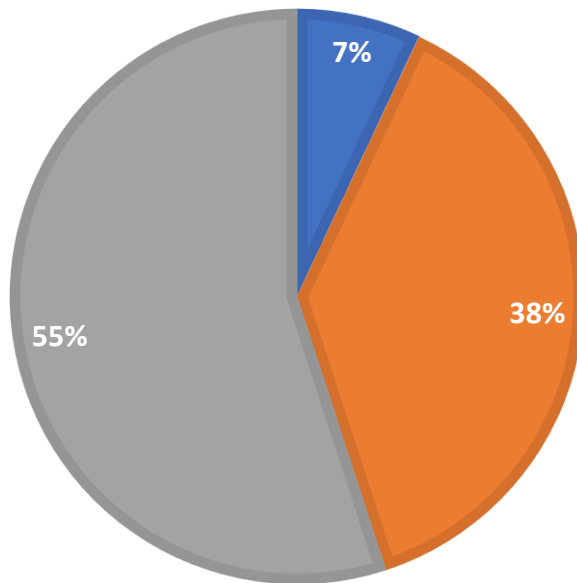
<https://www.youtube.com/watch?v=UxbdX-SeOOo>

<https://youtu.be/1Dv-ldGLnIY>

Calm Environment

COMMUNICATION

■ Words ■ Voice Tones ■ Physiology



• Communicate calm with...

- ✓ *Words*
- ✓ *Tone of voice*
- ✓ *Body language*
- ✓ *Gestures*



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Build Connections Attunement & Presence



ATTUNEMENT



REGULATION



CONNECTION



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Two by Ten Connection Strategy

Students are "less disruptive, changed their attitudes, and had a stronger drive to succeed in school" after exposure to the Two-by Ten strategy. In addition, the class as a whole was "running more smoothly."

Lisa Kitzmann, 3rd Grade Teacher



http://www.ascd.org/publications/newsletters/education_update/jul14/vol56/num07/The_Two-Minute_Relationship_Builder.aspx



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Empathy Helps Build the Connections



<https://youtu.be/KZBTYViDPIQ>



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Make Promises You Can Keep

Promises We Can't Keep	Promises We Can Keep
This won't ever happen to you again.	There are a lot of people who want to help you. I will always care about you.
I can fix this.	I am here to help you. It is my job.
You don't have to worry anymore.	This is not your fault. What has happened to you is not fair and I am sorry you have to deal with this.
I won't let you down.	You don't have to cope with this alone.
It will be okay.	It sounds like there are some really hard things going on that you wish would stop.



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The 4 Rs of Trauma Informed Response

1. **Realize** the widespread impact of trauma and understand potential paths for recovery
2. **Recognize** the signs and symptoms of trauma in clients, families, staff, and others involved in the system
3. **Respond** by fully integrating knowledge about trauma into policies, procedures, and practice
4. **Resist** re-traumatization

Source: https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf



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Screening & Assessment of Trauma

Screening

- Provides early identification so intervention is before the child is high risk for disciplinary action, school failure, harming themselves or others
- Universal Trauma Screening
Example: [Child trauma screen \(CTS\)](#)

Assessment

- Normalize questioning, broad to specific
- Don't overact, jump to conclusions, nor take sides
- Be on the lookout for trauma avoidance in child and self
- Include collateral contacts as sources of information
- Multiple existing reliable and valid tools – Child PTSD Symptom Scale (CPSS) ([link 1](#), [link 2](#)), [Trauma History Screen \(THS\)](#)



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Treating Traumatized Children

1. Convey an expectation for full recovery. Offer hope.
2. Help children and families understand normal trauma reactions. Depathologize and point out progress.
3. Attend first to basic needs: safety, shelter, reuniting family.
4. Allow children to express their feelings if they want to do so.
5. Assess risk factors for persistent adverse reactions.
6. Assess needs that may warrant intervention such as persistent distress, numbing or impairment, and reduced capacity of family/community to support the child.

Based on The American Psychological Association Webpage www.apa.org/pi/families/resources/children-trauma-tips.aspx



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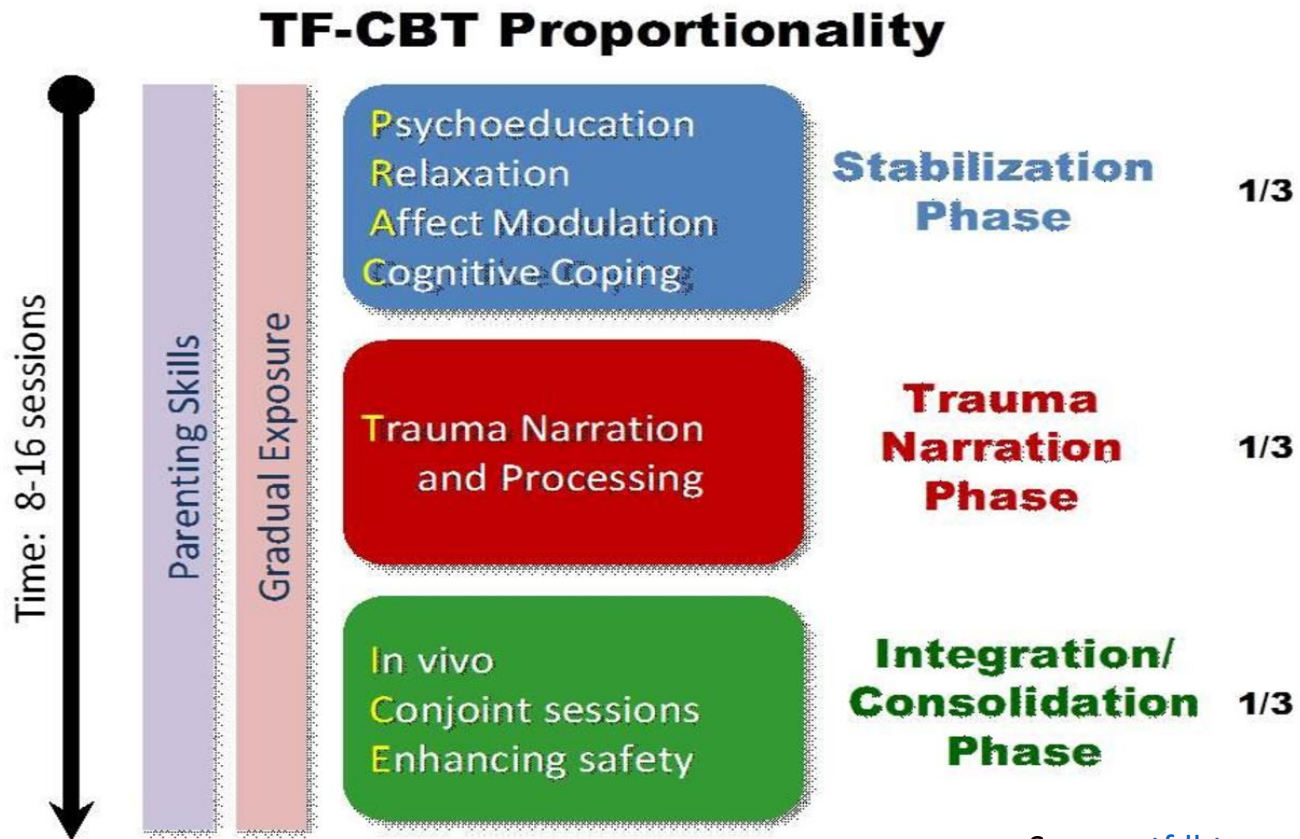
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Evidence-Based Treatment Models

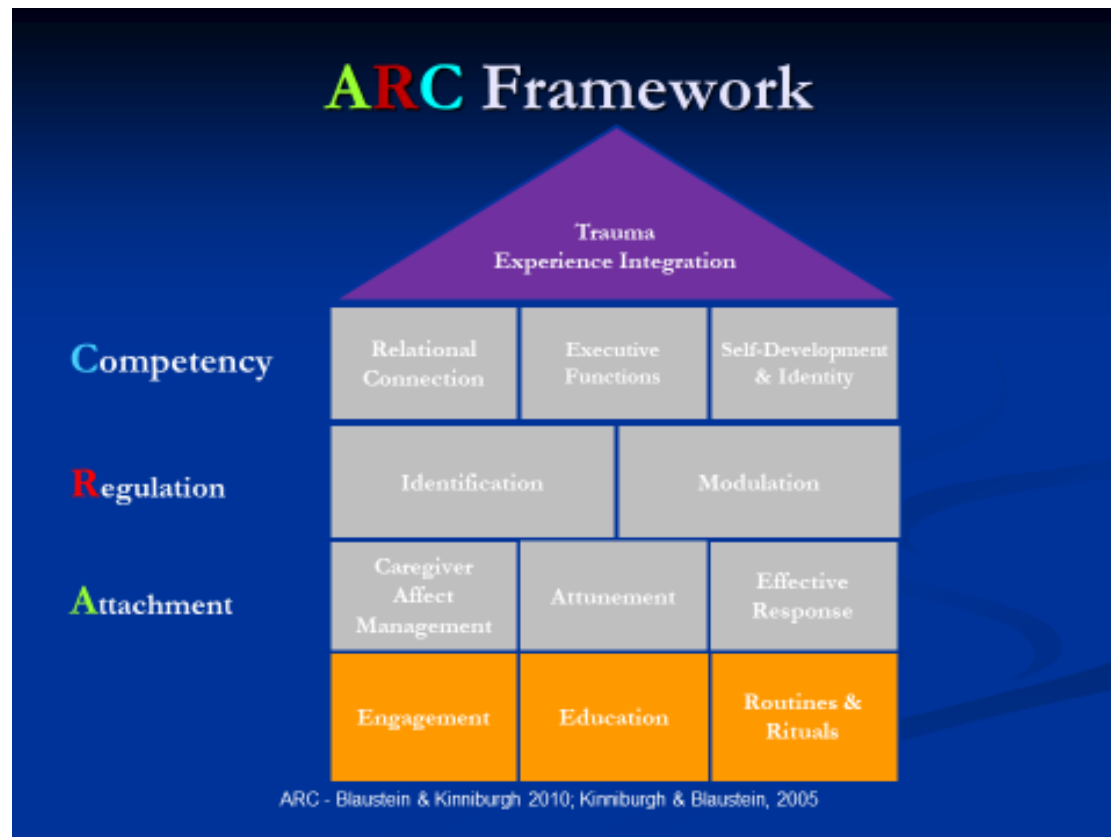
Trauma Focused Cognitive Behavioral Therapy (TF-CBT)



Source: tfdbt.org

Evidence-Based Treatment Models

Attachment, Self – Regulation, & Competency (ARC)



<https://arcframework.org/>

Tips for Caregivers

Families

- Be aware of your circle of support.
- Take care of yourself physically: eat healthy, sleep sufficiently, follow an exercise plan, attend to your medical needs, seek child free time.
- Identify what you like to do and do it!
- Identify what keeps you calm: walking, deep breaths, talking to a friend, meditating/praying.
- Reflect on your own childhood and how this could be impacting your ability to parent. If this is difficult seek a counselor.

From the American Academy of Pediatrics web site

Schools

- Creating school culture which is trauma-informed
 - You are a piece of the puzzle
 - Understand symptoms as a way to cope
 - Avoid re-traumatization
 - Approach child in way that presumes traumatized kid, not a “bad kid”



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Questions?



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Weitzman ECHO Childhood Trauma in the COVID-19 Era

What is Weitzman ECHO Childhood Trauma in the COVID-19 Era?

- Weitzman ECHO Childhood Trauma in the COVID-19 Era will work on what we know about trauma and its impact on youth, families, schools, and providers and assist participants with putting plans into motion using today's resources.
- This **10 session program** will meet on the **1st and 3rd Friday** of the month from **12-1pm ET/9-10am PT** to connect primary care medical, behavioral health, and school-based health providers to a community of peers and subject-matter experts. Each one-hour session will consist of a brief didactic presentation on key issues followed by real patient cases with actionable recommendations.



Register Now! Space is limited: <https://www.weitzmaninstitute.org/traumaecho-sample>



Resources

- Trauma Screening – [Child Trauma Screen \(CTS\)](#)
- Trauma Assessment - Child PTSD Symptom Scale (CPSS) ([link 1](#), [link 2](#)) and [Trauma History Screen \(THS\)](#)
- [School-Based Health Alliance](#)
 - [SBHA COVID-19 Resources](#)
- [Compassion Resilience Reflection Sheet](#)
- [CDC Community Preventive Services Task Force Recommends School-Based Health Centers to Promote Health Equity](#)
- [Health Affairs Journal: Twenty Years Of School-Based Health Care Growth And Expansion](#)
- [The Education Redesign Lab – Harvard Graduate School of Education – SBHC Research Brief Series](#)
- [The Collaborative for Academic, Social, and Emotional Learning’s Reunite, Renew and Thrive: SEL Roadmap for Reopening School](#)
- [Johns Hopkins University: How K-12 Schools Should Prepare for Reopening During the 2020-21 Academic Year: An Equity Checklist](#)
- [School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19 by the American School Counselor Association and the National Association of School Psychologists](#)



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Resources (cont'd)

- [Kaiser Permanente's Thriving Schools "Planning for the Next Normal at School: Keeping students, staff, and families safe and healthy"](#)
- [The National Education Association's School Crisis Guide](#)
- [National Child Traumatic Stress Network](#)
 - [National Child Traumatic Stress Network – School Personnel](#)
 - [National Child Traumatic Stress Network – Healthcare Providers](#)
- [Psychological First Aid](#)
- [Skills for Psychological Recovery \(SPR\)](#)
- [Trauma Stewardship](#)
- [Mental Health First Aid \(adult, youth, and teen versions\)](#)
 - [Youth Focused Modules](#)
 - [Teen Focused Modules](#)
- [National Center for School Mental Health](#)
- [Coalition to Support Grieving Students](#)
- [Children's Hospital LA - National Center for School Crisis and Bereavement](#)
- [CDC: Typical Child/Adolescent Development](#)



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Upcoming CoE Events:

Solving for Sleep: Unseen Impacts: Health Disparities and Sleep

[Register here for webinar](#) on Jan. 7, 1-2:30pm ET

Interested in an individual consultation with the CoE experts on integrated care?

[Contact us through this form here!](#)

Looking for free trainings and credits?

[Check out integrated health trainings from Relias here.](#)



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Thank You

Questions?

Email integration@thenationalcouncil.org

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www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) 1-800-487-4889 (TDD)



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