



Pacific Southwest (HHS Region 9)

Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Virtual Adaptations of EBPs, Tiers 2/3

December 3rd, 2020

Presented by:

Beth Cooney, LCSW-BACS

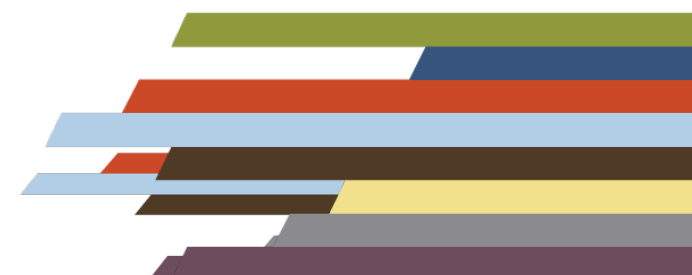
***Treatment and Services Adaptation Center for Resiliency,
Hope & Wellness in Schools***

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- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and cannot share video.
- Have a question for the presenters? Use the Q&A
- Have a comment or resource for all attendees? Use the Chat
- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.

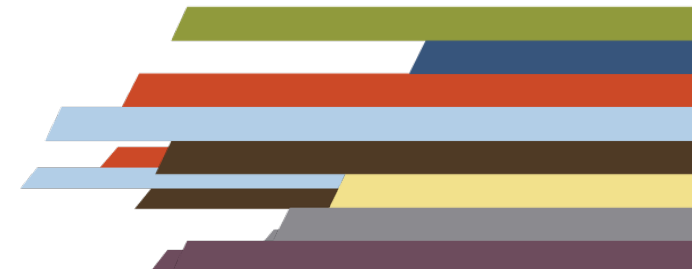
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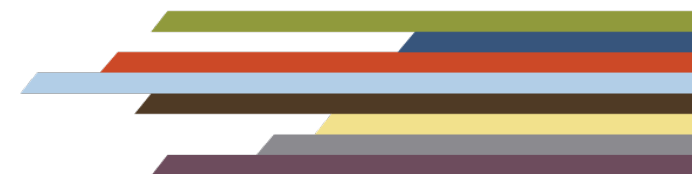
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Land Acknowledgement

The University of Washington SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to respectfully live and work as guests on these lands with the Coast Salish and Native people who call this home.

The Pacific Southwest MHTTC is led by the Center for Applied Research Solutions, which has offices across California in Sacramento (the land of the Nisenan people), Santa Rosa (land of eight Cahuilla Bands) and Los Angeles, (land of the Tongva peoples); CARS acknowledges the belonging of this land to the Indigenous people named and the unrecognized tribes and peoples as well.



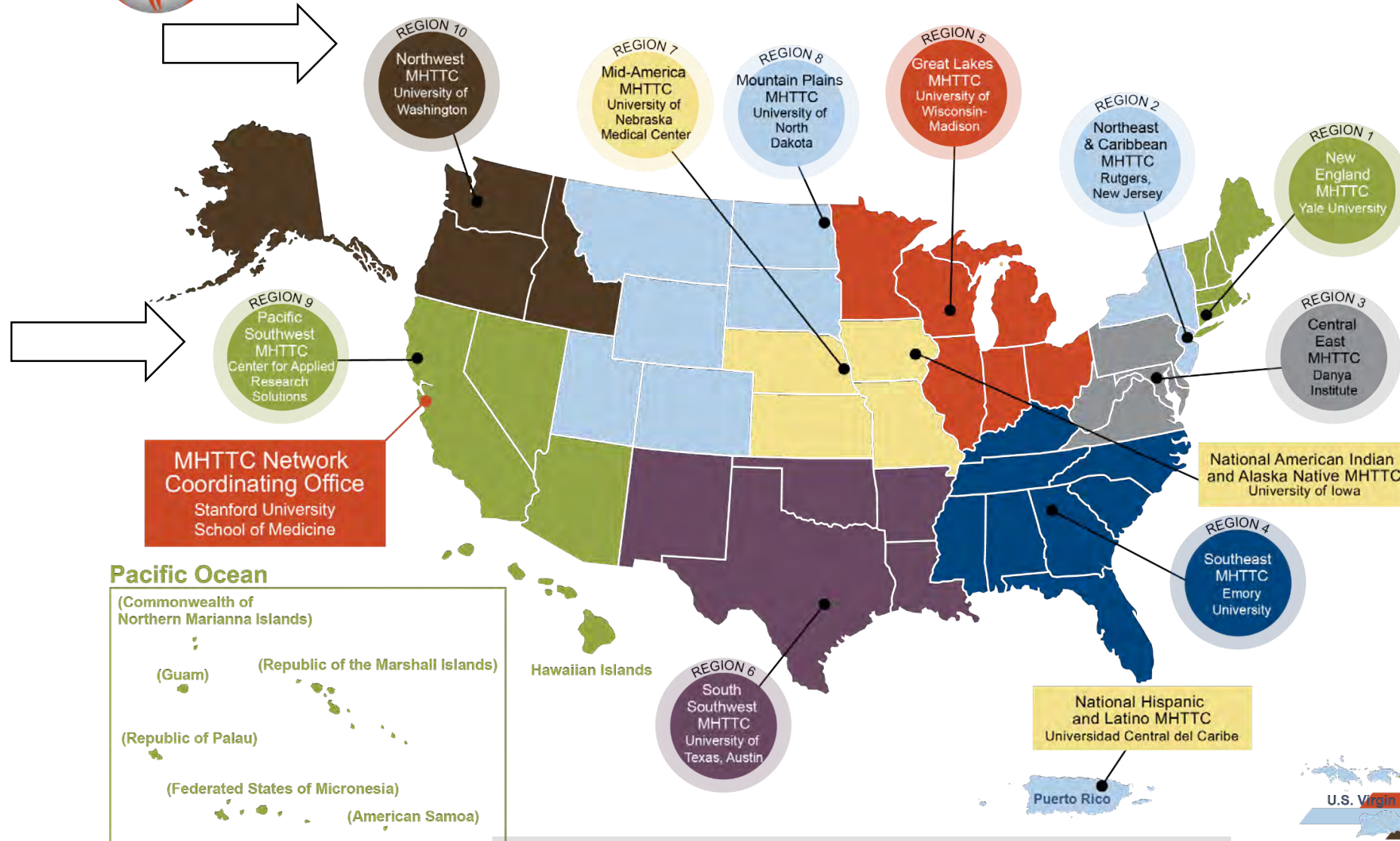
Mental Health Technology Transfer Center (MHTTC) Network



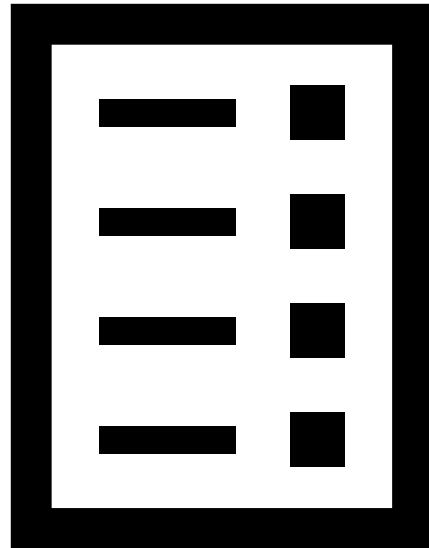
MHTTC

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MHTTC Network

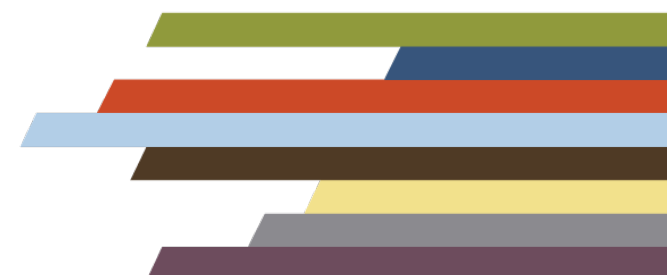


Visit the MHTTC website at <https://mhttcnetwork.org/>



Event Survey

- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- Very important! *We will end a few minutes early and ask that you please take a few moments to complete.*





ISF West Coast Party Webinars:

Enhancing MTSS- Integrating Student Mental Health and Wellness through Systems, Data, and Practices

Module 1: ISF in Virtual Conditions

- ~~10/20/20 - ISF Systems in Virtual Conditions~~
- ~~10/22/20 - Secondary Traumatic Stress and Educator Well Being~~

Module 2: ISF + Trauma Informed Approaches

- ~~10/27/20 - ISF Systems & Trauma-Informed Approaches~~
- ~~11/5/20 - Virtual Adaptations of Psychological First Aid~~
- ~~11/17/20 - Virtual Adaptations of Trauma Informed Skills for Educators~~

Module 3: ISF + Tiers 2 & 3

- ~~12/1/20 - ISF Systems and Tiers 2 & 3~~
- **12/3/20 - Virtual adaptations of CBITs, SSET/Bounce Back**

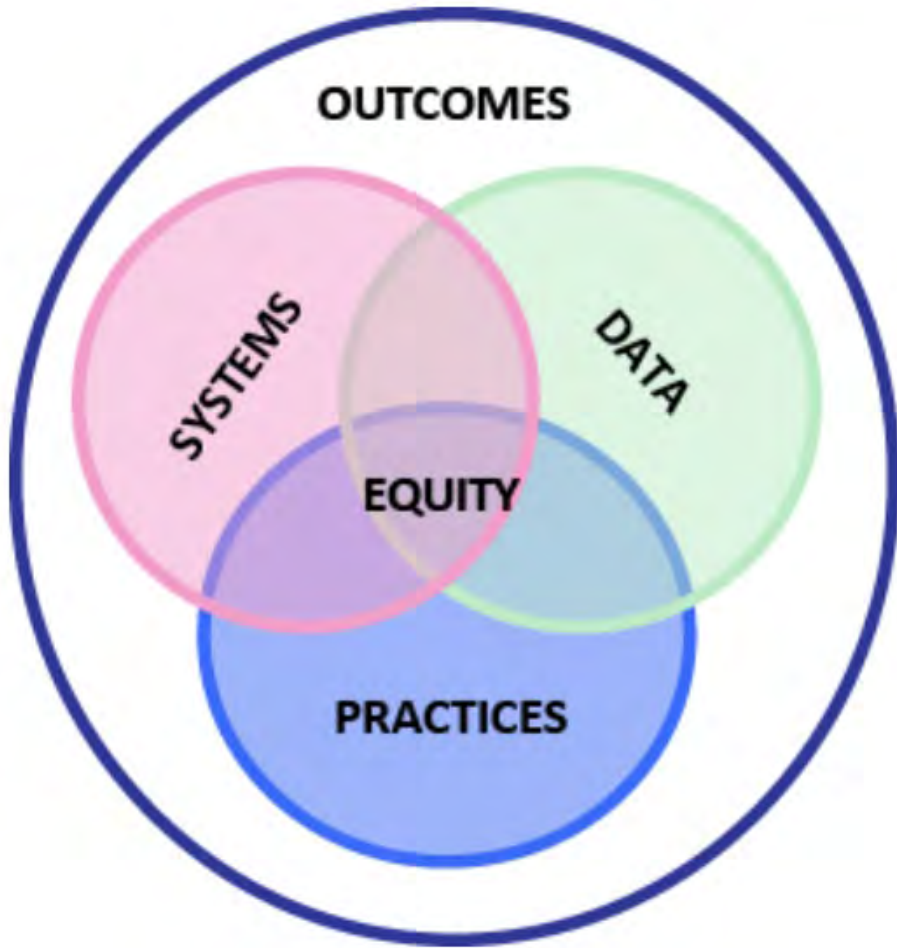
Module 4: ISF & Equity

- 1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being
- 1/19/21 - ISF Systems & Equity
- 1/21/21 - Racial Violence and Trauma and Schools

ISF West Coast Town Hall

- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://bit.ly/ISF2021>



Problem Solving Framework: This is a TEAM Sport!

- **Outcomes:** How will installing a trauma informed approach impact students, families and staff?
- **Data:** What data will you use to inform strength and needs of your current system?
- **Practices:** What are the evidenced based strategies you will embed across all classrooms?
- **Systems:** How will you support everyone to implement with fidelity?
- **Equity:** How will you put equity at the center of everything you do?





MHTTC

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NOW AVAILABLE!

The MHTTC National School Mental Health Curriculum:
Guidance and Best Practices for States, Districts, and Schools



Includes:

- Trainer manual
- Participant manual
- 8 modules designed for delivery in one-hour sessions
- 5 recorded virtual learning sessions

The curriculum is focused on the core features of effective school mental health systems including: roles for educators and student instructional support personnel; collaboration and teaming; multi-tiered systems of support; evidence-informed services and supports; cultural responsiveness and equity; and data-driven decision making. The curriculum is intended to be used by district teams to influence, develop, and oversee school mental health systems in districts and schools and is aligned with the national performance domains and indicators established as part of the National Quality Initiative on School Health (www.theSHAPESystem.com).

For a detailed overview of the curriculum, visit our website @ MHTTCnetwork.org



To access this FREE resource visit bit.ly/national-smh-curriculum



Questions? Contact the MHTTC Network Coordinating Office
Email: networkoffice@mhttcnetwork.org Phone: (650) 725-2396



Virtual Adaptation of Early Intervention and Treatment (Tiers 2/3)

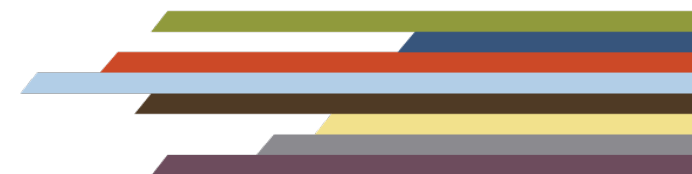
- Strategies designed to address mental health concerns for students who have been identified through a systematic, equitable process.
- Identification can include needs assessment, screening, referral, or teaming processes.
- Tier 2 services and supports are for students experiencing mild distress or functional impairment, or who's behavior is expressing distinct need.

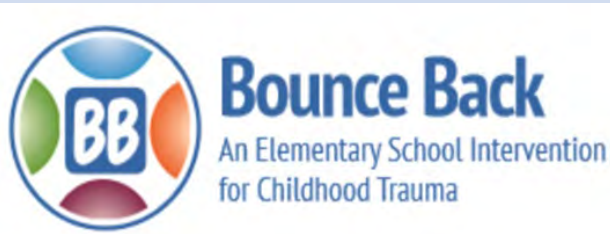


Beth Cooney, LCSW-BACS is a Licensed Clinical Social Worker and Board Approved Clinical Supervisor with experience and knowledge in assessment and evidence-based trauma and grief interventions.

She has worked for Project Fleur de Lis of Mercy Family Center, a site with the National Child Traumatic Stress Network, for 12 years. As the Director of Evidence-Based Practice, Ms. Cooney provides training, clinical supervision and oversees individual and group trauma interventions for schools in the Greater New Orleans Area.

Ms. Cooney is a certified trainer in Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back. She began using CBITS in 2006 following Hurricane Katrina and continues to implement CBITS and Bounce Back groups with a more recent focus on virtual implementation. Ms. Cooney also provides training on incorporating mindfulness in schools.





Virtual Delivery of Trauma-Focused Evidence-based Practices (Tiers 2 & 3)

Beth Cooney, LCSW-BACS

Director of Evidence Based Practices



2020: Challenging Times

COVID-19 pandemic, with disparate harms
National reckoning with racism

- ❖ These are not average times, and our tried-and-true methods of implementation need adjustment.
- ❖ Our interventions have always involved children with multiple stressors and traumas, but 2020 brings new challenges.

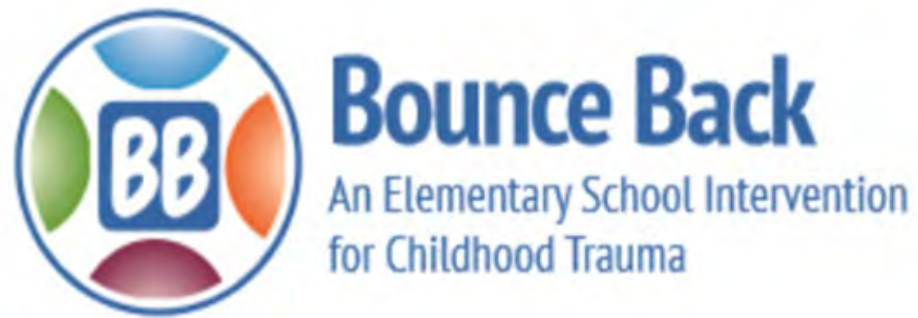


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Agenda

- Discuss challenges and opportunities associated with virtual delivery of trauma-focused groups
- Provide recommendations for addressing common barriers: engaging students, parental involvement, digital divide and privacy.
- Share strategies to implement trauma-focused group interventions over virtual platforms



**Are you running a
virtual trauma-focused
group?**



Virtual Implementation

Challenges

- Equity & Access: difficulty reaching students, access to functioning devices and internet connectivity
- Limited technology knowledge
- New experience for many clinicians
- Lack of access to intervention materials
- Student confidentiality and privacy when participating in remote groups



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Virtual Implementation

Opportunities

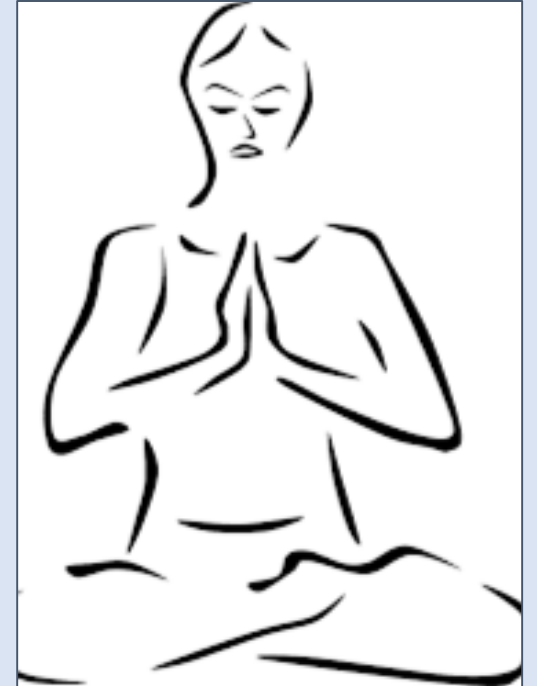
- Caregiver engagement
- Connection with peers during isolation
- Opportunities for engagement with students in a different way such as using the chat box, sharing things from home
- Able to assess the home



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Group Leaders

- Flexibility is important!
 - Acknowledge that it will feel different as a facilitator to run a group virtually. This is a new skill!
 - Spacing out sessions will allow for breaks and be helpful with any tech issues
- Reflection & Preparation
 - Find time for reflection on experiences throughout group
 - Preparation will initially take more time to convert your lessons
 - Setting ground rules for the first session is important



How do you select students for virtual trauma focused groups?

Share in the chat

Informed Consent



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Considerations Including:

- Description of intervention
- Tele mental health services definition
- Limitations of Services and confidentiality
- Electronic Communication Security/ Platform used
- Location of student including address
- 2 Emergency Contacts, phone number and address of home/location of group therapy
- Guideline for where to go in the event of an emergency (Emergency room, emergency number)
- Agreement to participate and assist child in treatment as needed

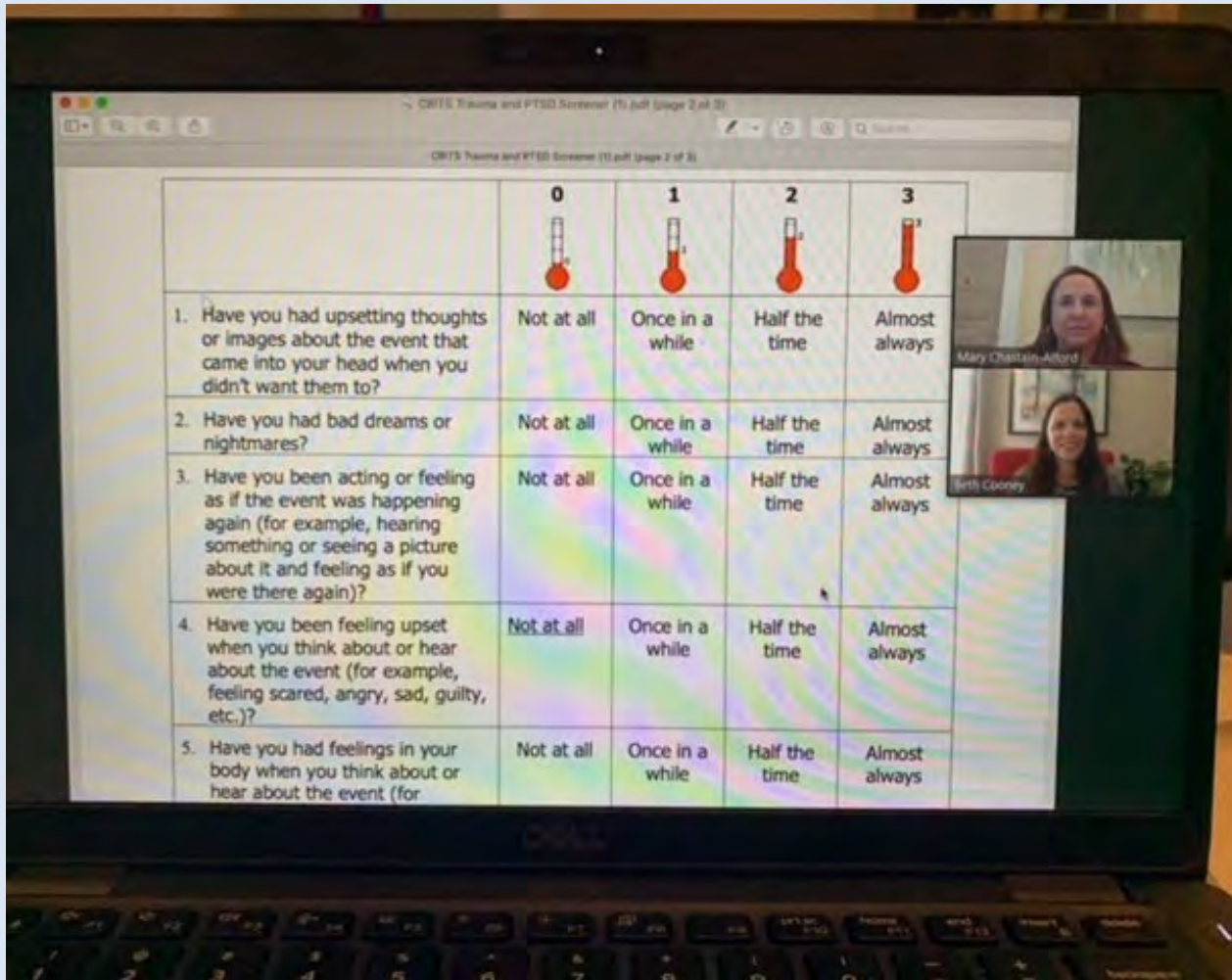
Virtual Screening

- **Consent Form**
 - Consider electronic ways to send consents and get signatures
- **Call to the caregiver before screening**
 - to establish a connection, check in and briefly explain the screening process
 - request a private space to screen and caregiver home
- **Including a caregiver in the screening**
 - depending on age of the student/relationship with them prior to screening
- **Ensure a level of comfort with both audio and video**
- **Establish safety: introduce a safe word or signal for privacy**

Virtual Screening

- **Consider additional questions:**
 - Ask about their pandemic experience
 - Example: How has it been for you? How are you doing? How are you coping with stress?
 - Ask about the student's experiences with hearing about and witnessing police brutality and protests over systemic racial injustice
 - Example: "Since the summer there have been many protests over police brutality and discussions of racism? Did you attend any protests? Did you see them on TV or social media? Do you want to share your thoughts and feelings about what has been happening?"

Virtual Screening



Trauma Screener

Consider sharing the screen for the trauma symptoms to make it easier with the Likert Scale.

Virtual Screening: Additional Screeners

- Several new COVID-related screens:
 - Stoddard Kaufman scale
- https://www.nlm.nih.gov/dr2/Coronavirus_Impact_Scale.pdf
 - UCLA Brief COVID-19 Child/Adolescent PTSD Scale
- <https://istss.org/getattachment/Clinical-Resources/Assessing-Trauma/UCLA-Posttraumatic-Stress-Disorder-Reaction-Index/UCLA-Brief-COVID-19-Screening-Form-English-4-13-20.pdf>

Facilitator Considerations Before Starting Group

Their Space :

- Communicate the importance of a designated space for group members that provides privacy and confidentiality.
- Discuss potential barriers and help problem solve. Earbuds may help if available.
- Establish the location of your students each group.

Your Space:

- Where are you facilitating group?
- What does your background share about you?
- Earbuds recommended to create confidential space.

Communication:

- Consider your availability to students and acceptable forms of communication from students.
- Communicate group expectations to students and caregiver (i.e. attendance, confidential space, supplies needed, the need for them to be home if age indicates this)

Facilitator Considerations Before Starting Group

Platform

- Become familiar with the platform and sharing the screen for slides and videos.
- Plan for technology challenges and have a plan to follow up with students when this happens.
 - Call student
 - Email student
 - Plan a makeup session

Size and length of group

- Decide appropriate length of time for groups
- Consider shorter sessions
- Consider smaller groups

Supplies

- What modifications do you need to make?
- Supply bags can be picked up with handouts in folder, paper, markers, fidgets
- Groups can also be facilitated without supplies
- Use email for handouts
- Incorporate workbook and handouts in sessions; Fillable forms can be sent

Goals

Name: _____

Section: _____

BY THE END OF THIS GROUP,

I want to feel LESS:

- ☐ Nervous ☐ Scared ☐ Angry ☐ Upset ☐ Sad

I want to feel MORE:

- ☐ Happy ☐ Calm ☐ Excited ☐ Relaxed

I want to change the way I do things and think about things so that I can:

- ☐ Calm myself down when I feel upset.
☐ Think about things that happened without feeling upset.
☐ Talk about things that happened without feeling upset.
☐ Stop avoiding things that make me nervous.
☐ Do more of the things that I used to do.
☐ Think more about things before I do them.
☐ Make better decisions.
☐ Have fewer problems with my family.
☐ Have fewer problems with my friends.

I also want to change:



Happy



Joyful



Content



Silly



Sad



Angry



Scared



Worried



Confused



Surprised



Hurt



Embarrassed

Facilitator Considerations Before Starting Group

Establishing norms, behavior management and attendance

- How long will I wait to start group?
- Communicate the importance of not recording any of group
- Rules of phone use during group.
- Remember you can mute participants when needed
- Plan activities at the end of the session for encouragement
- How will I handle missed sessions?

Enhancing virtual lessons

- Creativity with Fidelity
- Videos, a few slides for each group
- Virtual bitmoji rooms

Facilitator Considerations Before Starting Group



Participation Options Throughout Group

- Using a virtual circle can be helpful having them share in alphabetical order or reverse.
- Talking piece for each group member
- Use features such as raise hand, clap, mute
- Share in the chat box



Brain Breaks for Students

Videos:

- Go Noodle
- Zenimation on Disney Plus
- Mindfulness Videos

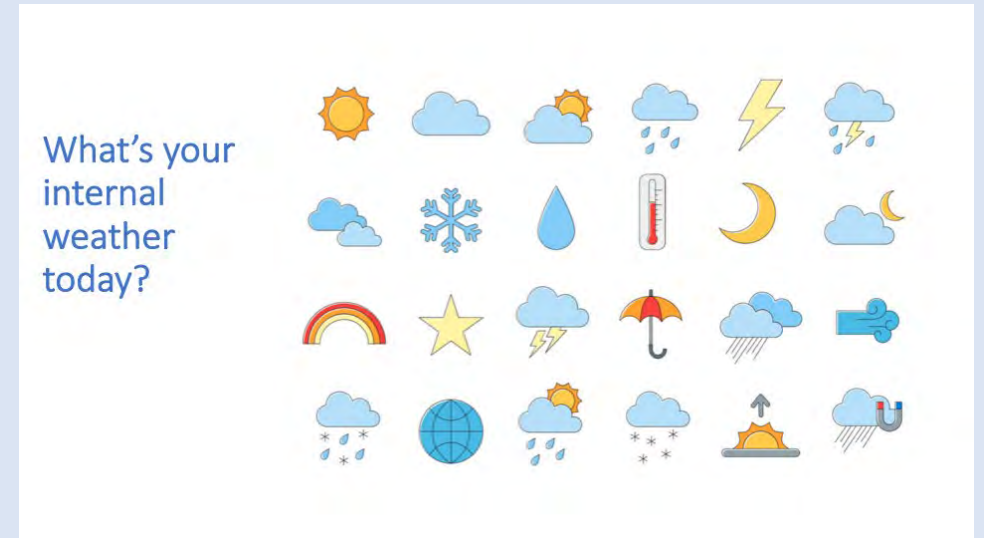
Other Brain Break Ideas:

- Stretch breaks
- 5-minute break out room chat break (older students)
- Scavenger hunts

Incorporating Check-ins for Students

Check-in prompts:

- What is your weather today?
- One word to describe your mood
- Share your favorite: song, animal, food, TV show, game, movie
- Share something fun that you have done this week
- Go grab something that makes you happy to share with the group





Which landscape describes how you are feeling
right now?

Add your number in the chat



Strategies to Implement Trauma Focused Group Components

Virtual Delivery

Common Reaction to Stress and Trauma

- Share handout through email
- Use notecard slides
- Have each participant take turns reading (optional)
- “Write down the reactions that you have as we go through these slides.”
- Facilitator can summarize, normalize and convey hope that through learning new skills they will feel better.

Avoiding places, people, or things that make you think about it. Just like not wanting to talk about or think about the trauma, avoiding situations that remind you of what happened can help you feel better right then. The problem with this, though, is that it keeps you from doing normal things that are an important part of your life.

Relaxation

Progressive Muscle Relaxation Script
Facilitator can read the script and use the pictures to help the child follow and visualize the story.



Squeeze the Lemon



Stretch up like a furry, lazy cat

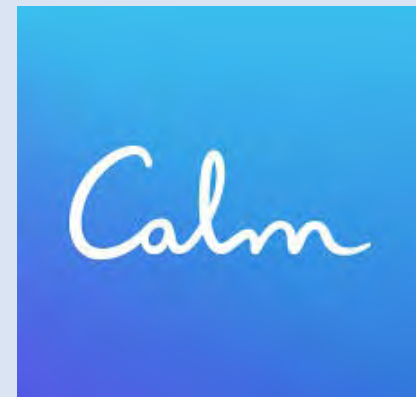
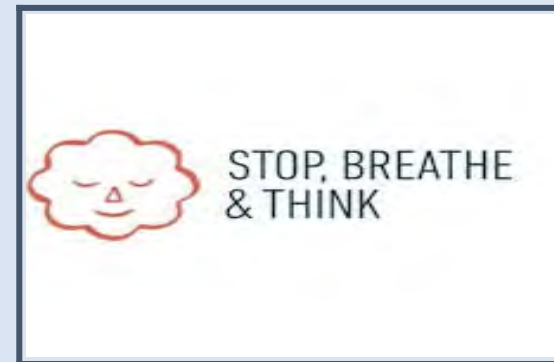
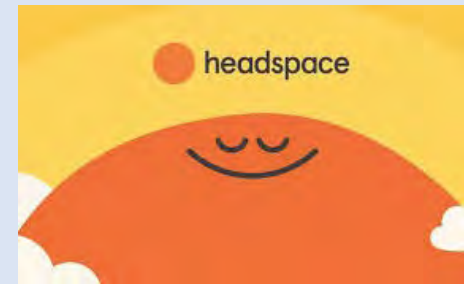
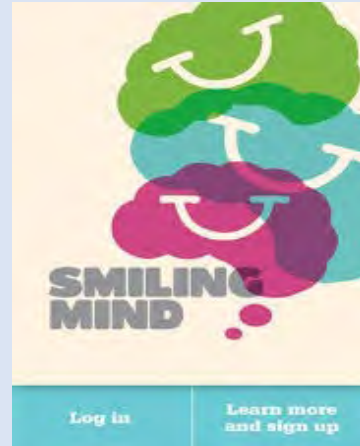


- Balloon breathing
- Animal on belly breaths
- Copingskillsforkids.com
 - Deep breathing exercises tab

Relaxation Videos and Apps for Students



Belly Breathe Video

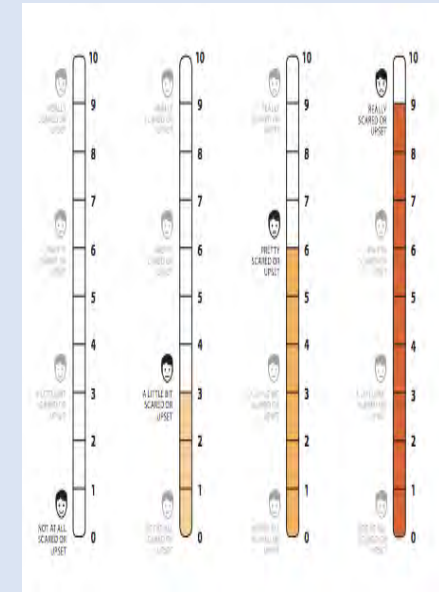




Teaching Emotions

- Feelings pictures and posters
- Play charades- using the chat
- Find recorded read aloud books on YouTube
- Feeling thermometer
- Incorporate additional resources

Video: Fight, Flight, Freeze-
A Guide to Anxiety For Kids



Body Feelings Poster

Use the drawing function on your computer with colored pens.



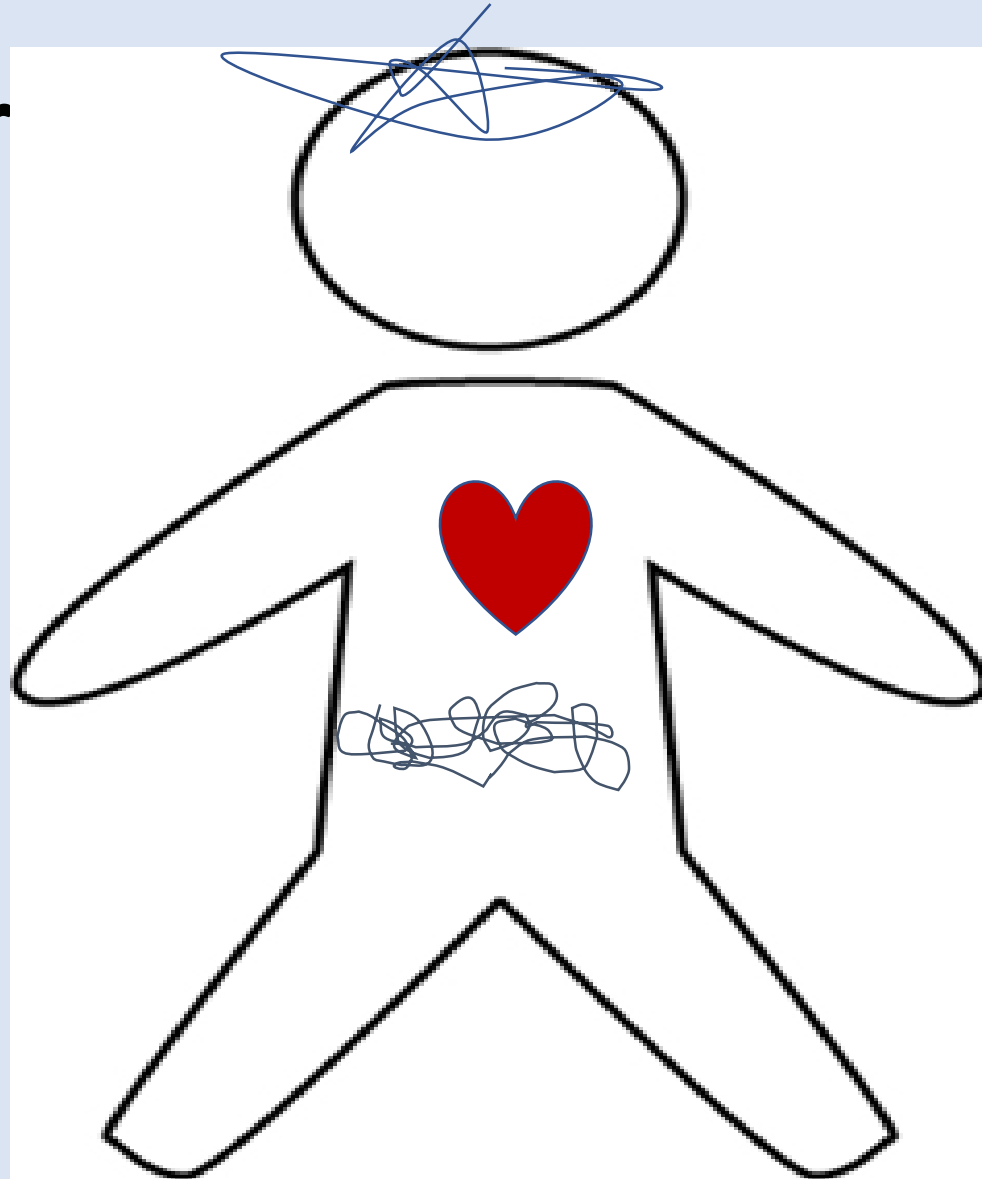
Headaches



Heart beating fast



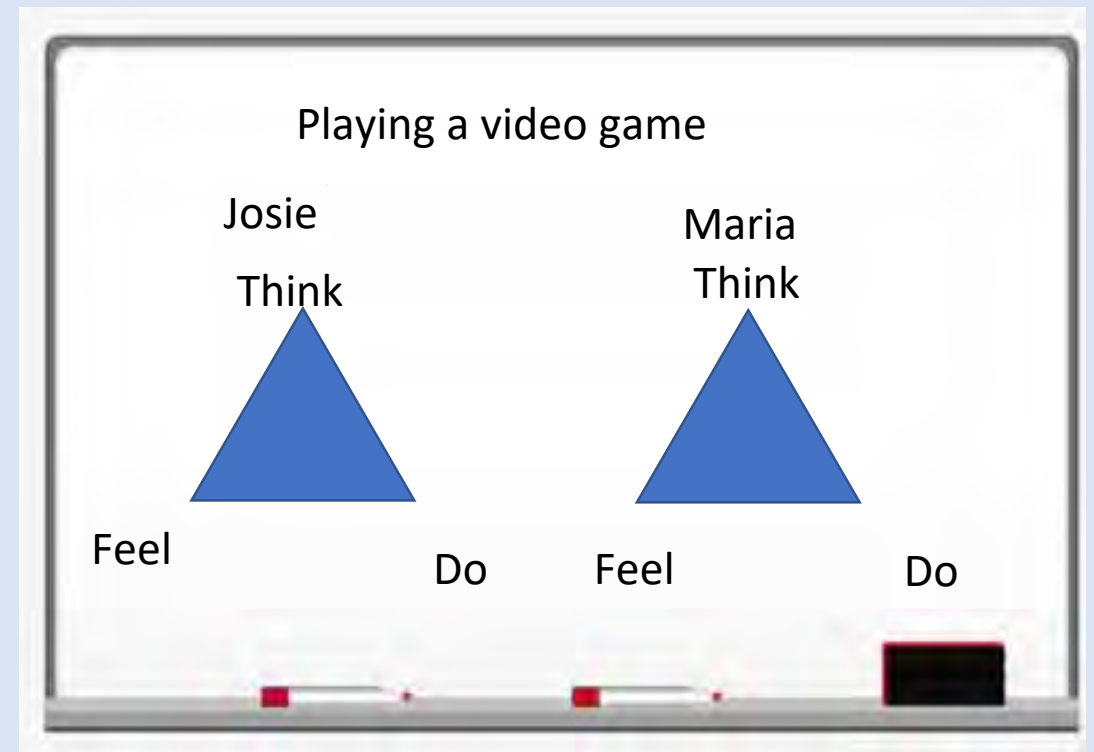
Stomachache



Cognitive Triangle/Helpful Thoughts

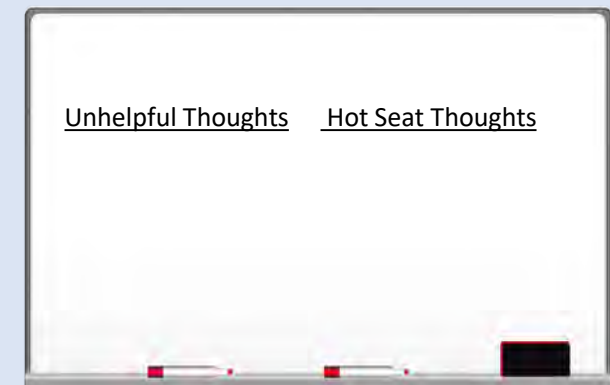
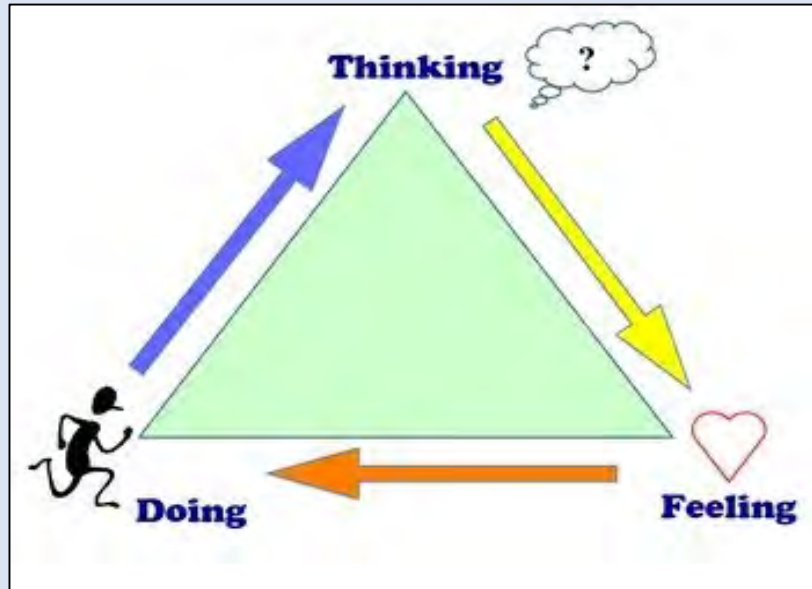


- Drawing: the triangle, thought bubble
- Making a courage card
- Share a helpful thought in the chat

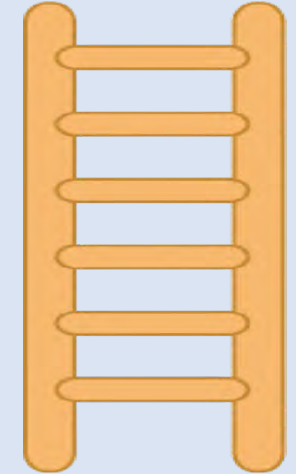
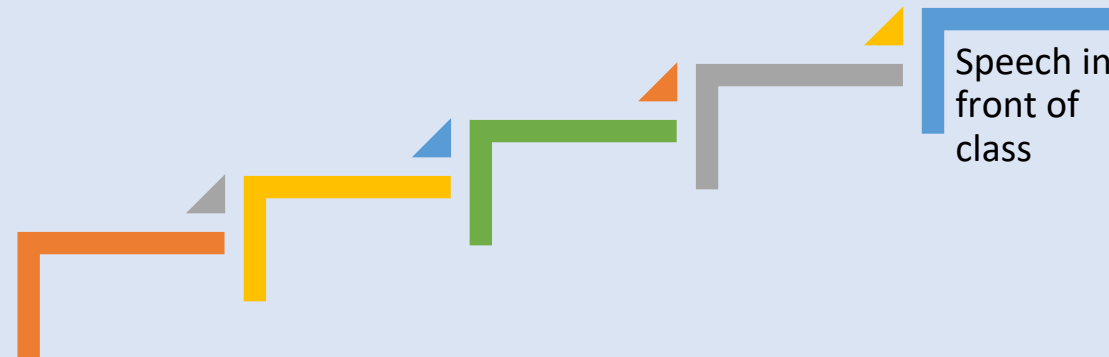
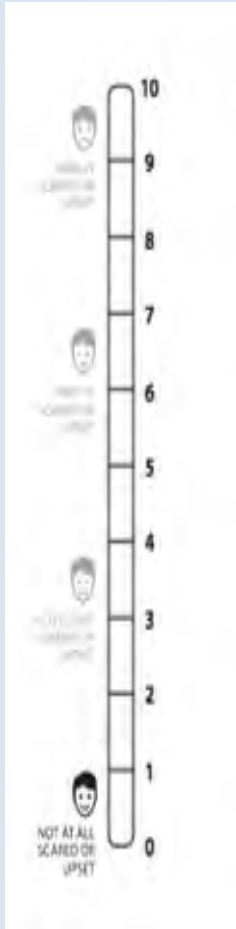


Cognitive Triangle/Helpful Thoughts

- Drawing: the triangle, thought bubble
- Share a helpful thought in the chat
- Can use covid 19 specific examples:
“I’ll never go back to school.”



Real Life Exposure



- Share example
- Create ladder
- Create a coping skills box for home

Coping Skills

- Thought Stopping
- Distraction
- Positive Imagery
- Relaxation



Trauma Narrative

- Many students will be ready to engage in the trauma narrative.
- Consider: current stressors due to Covid 19, any new additional stress/trauma
- When this might be contra-indicated:
 - Ongoing trauma
 - Lack of privacy
 - Lack of parent or family support
- Ultimately, this is a judgement call, and we will learn more about it in the months to come

Virtual Trauma Narrative

Considerations prior to Virtual Trauma Narrative:

- Schedule session with student when a caregiver is home.
- Review screener prior to session
- Use counseling worksheet from the manual to document during the session.
- Feeling Thermometer
 - Share in a slide, email the handout or have them draw it
- Explain to caregiver importance of privacy and emotional impact this can have for students

Virtual Exposure to Trauma Memory

- Notify students that they need paper and markers/pens to draw and write with for the session.
- Some students may prefer to use technology for exposure
 - Draw or write on a whiteboard making sure they save it afterward
 - Typing instead of writing
- Special spot for safe keeping



“My Story” Bounce Back – younger students

- Support the student creating their book, you can share screen or chat to help them spell
- If that is not an option and the students age indicates more needed help, some ideas are:
 - Caregiver can help the student create the story
 - Creating the book together as a slide show and scanning in their pictures if a caregiver can take a picture and email it to you.
 - Going slower, shorter sessions or making a shorter story modified as needed. They could use drawing only and share each part verbally.

Strategies for Problem Solving

- Read scenarios for group members from slides
- Teach using the whiteboard or write on slides
- Use breakout rooms to make pro/cons list for older students

Tom and Yolanda Example









Thoughts

Actions

Strategies for Problem Solving

Name: _____ Date: _____

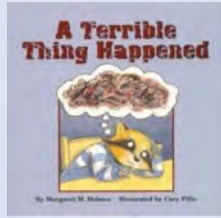
What To Do When My Feeling Thermometer Is Rising

- 1)  Use Words to say what you are Feeling or are upset about
 - a. I need some space
 - b. I feel mad/sad when you _____
- 2)  Use Helpful or Courage thoughts
- 3)  Relax your body
- 4)  Ask an adult for help
- 5)  Ask a friend for help
- 6)  Walk away
- 7)  Ignore
- 8)  Do something that makes you feel better like play with your friends or read a book

- Practice together
- Give students examples and ask which action they would choose. “What would you do after getting a test back and you got a bad grade?”
- Have each students pick an action:
 - A courage thought: What would that be?
 - Relax: show me how you would do that?

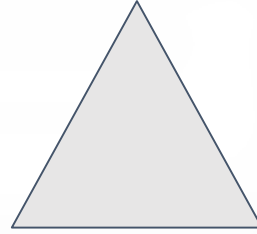
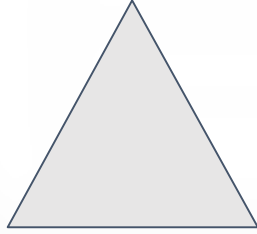
BOUNCE BACK

Scavenger Hunt



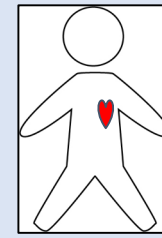
Josie: Think

Maria: Think



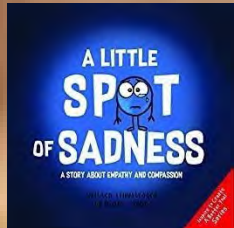
Feel
Do

Feel
Do



How I am feeling?

Happy	Angry	Upset
Silly	Nervous	Surprised
Frustrated	Hungry	Affectionate
Sleepy	Thoughtful	Sick



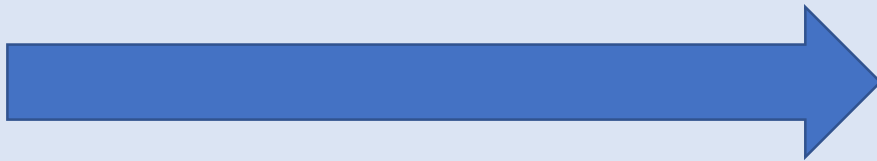
To get this treasure hunt started, find the thing on the wall that gives us words and pictures for how we feel.

Once you get there, you must complete a task before following the next clue.



[Bounce Back to the Room](#)

Each person must choose the picture that shows how they feel right now.



Once completed successfully, look for your next clue by a 'body.'

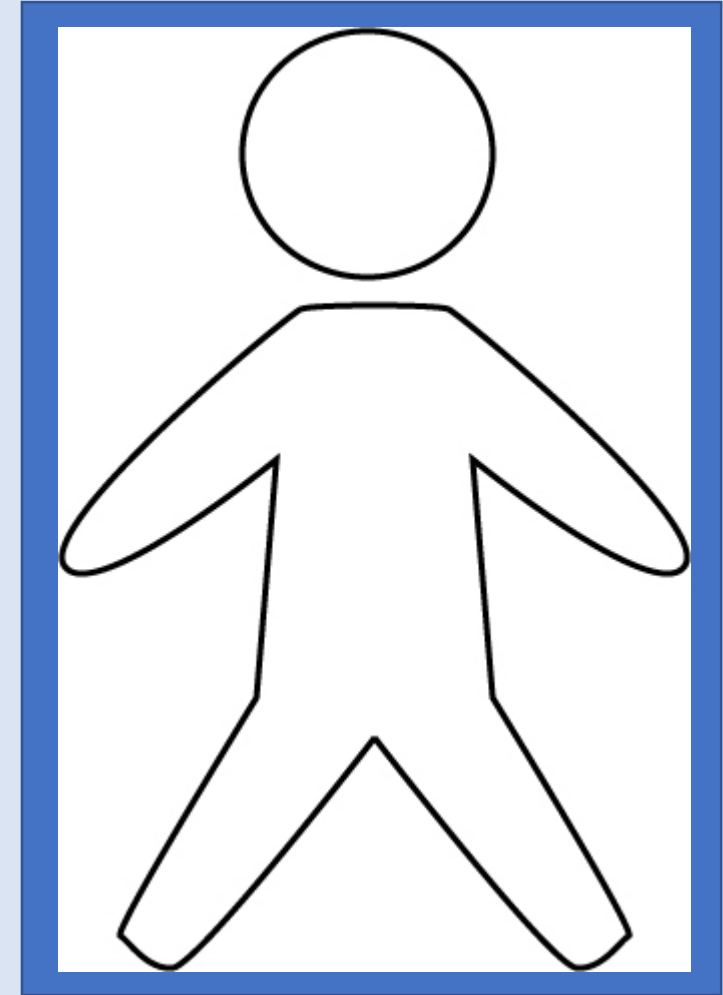
How I am feeling?

		
Happy	Angry	Upset
		
Silly	Nervous	Surprised
		
Frustrated	Hungry	Affectionate
		
Sleepy	Thoughtful	Sick

Bounce Back to the Room

Each of you share 1 thing that happens in your body when you are feeling nervous, worried, or upset.

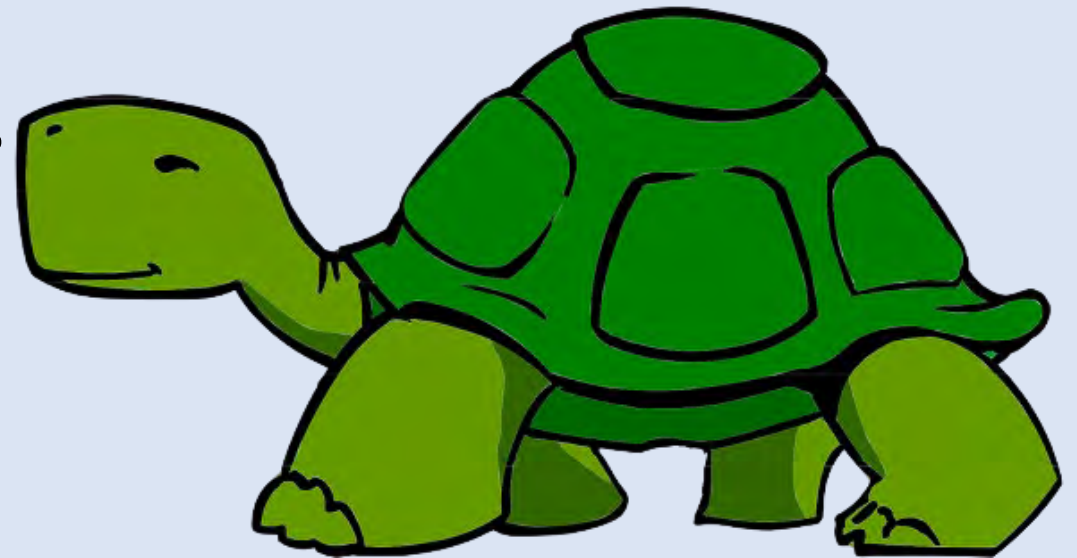
Once you are finished, look for your next clue in a spot where everyone can sit together.



Bounce Back to the Room

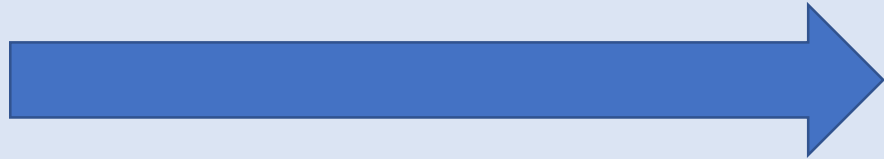
Work together to take one belly breath and do the “turtle” relaxation exercise.

Once completed, find a picture of a brave lion.



[Bounce Back to the Room](#)

Work together to come up with at least 1 courage thought for this situation.



When you finish, find the thing that helps you take small steps to get back to doing something that was hard for you.

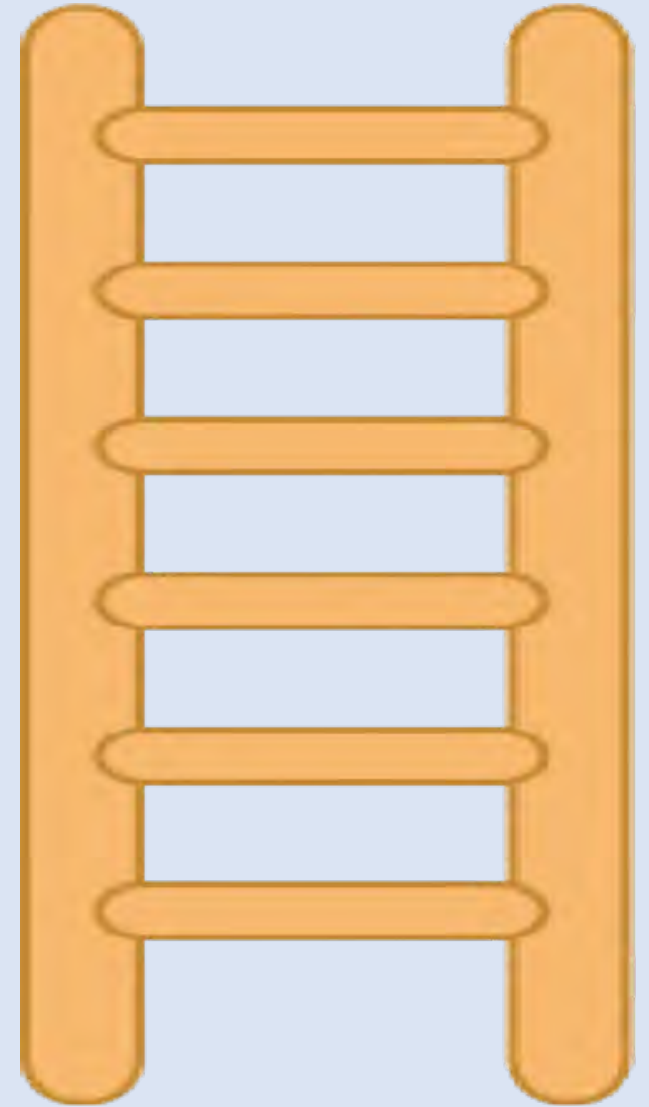


Bounce Back to the Room

Each person should share how they are doing with their “I Can Do It Ladder” and any way things are getting easier. You can also share about why it is important to practice these things and not avoid them.

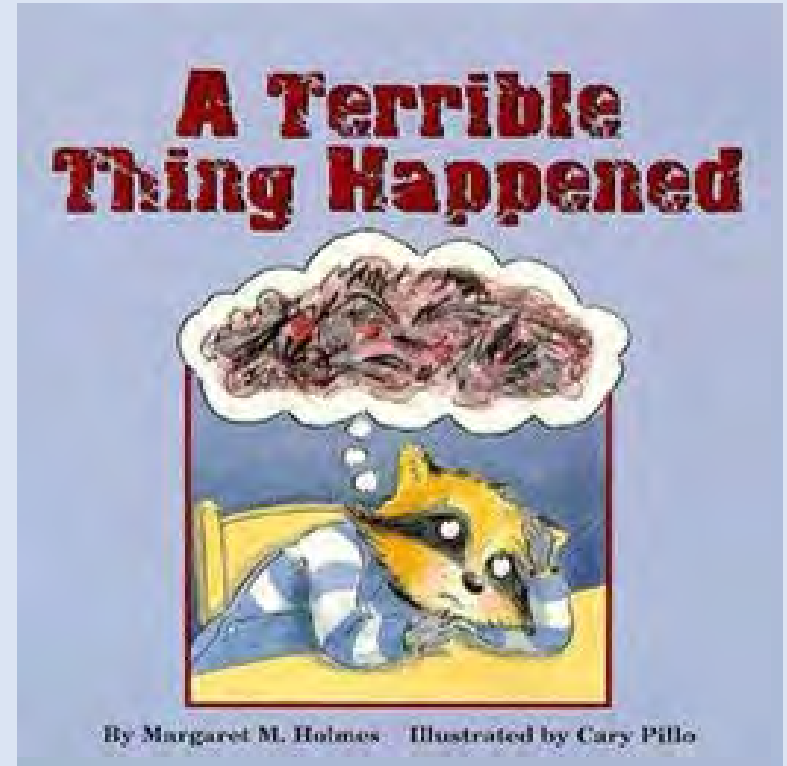
Once completed, your next clue can be found by a book about a racoon named Sherman.

[Bounce Back to the Room](#)



Remember that Sherman had something very stressful happen to him. Work as a group to say why it may be helpful for Sherman to talk and write or draw about his story of what happened to him with his counselor.

Once you successfully complete this task you are headed for Bounce Back Treasure in the place the shows us how to just keep swimming when things get hard.



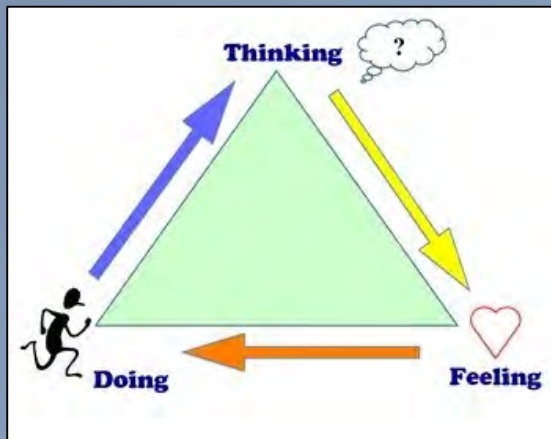
Bounce Back to the Room

YOU FOUND THE TREASURE!

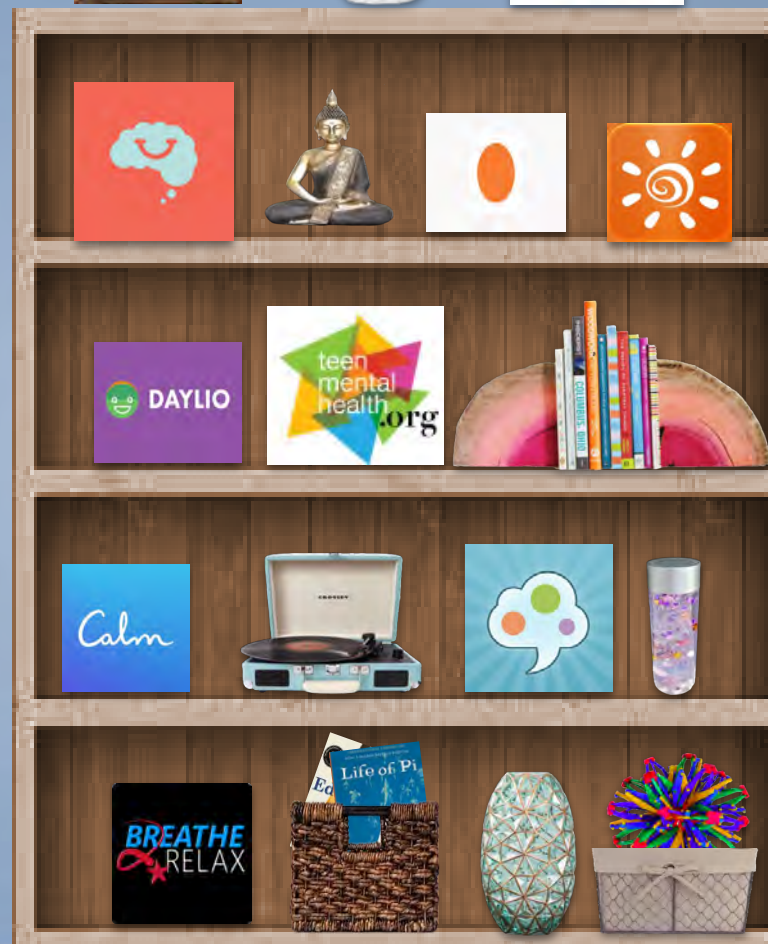
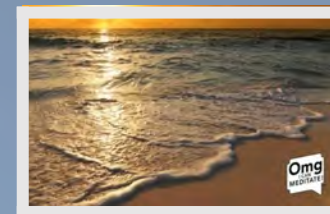


CBITS Jeopardy

SESSIONS 1 & 2	SESSIONS 3 & 4	SESSIONS 5 - 7	SESSIONS 8 - 10	GENERAL FACTS
<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>

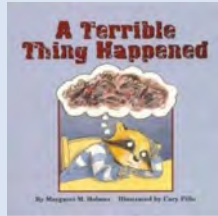


Helpful
Other
Thoughts



3 Parts to Every Problem
1. Physical events.
2. How others think and act.
3. How you think and act.



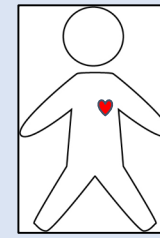


Josie: Think

Maria: Think

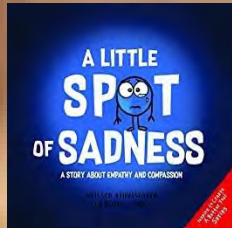
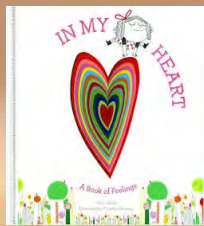
Feel
Do

Feel
Do



How I am feeling?

Happy	Angry	Upset
Silly	Nervous	Surprised
Frustrated	Hungry	Affectionate
Sleepy	Thoughtful	Sick



Ways to Support Caregivers

- Explore new ways to Include them in treatment when possible and appropriate
- Reach out to see how they are doing
- Assess what basic resources may be needed and provide referrals
- Share caregiver resources on stress, coping and self-care



This Photo by Unknown Author is licensed under CC BY-SA-NC

To Support Yourself During this Virtual Work

- Remember that you are also grieving and experiencing your own storm during this time.
- Reflect on your thoughts, feelings, and experiences. You may want to share with a supervisor or colleague.
- Consider a brief calm place exercise before calling students or parents. Breathe and settle yourself.
- Reach out to others to share creative ideas and problem solve.



NCTSN.org Resources



Trauma-Informed School Strategies during COVID-19

The uncertainties of the COVID-19 pandemic have challenged school systems, especially educators, staff, and administrators, to transform the ways that they connect with, teach, and support students and families. These changes also offer school systems the opportunity to build on the relationships they have formed with each other and with their students and families. It is possible within this move to largely virtual learning for schools to build resilience and coping skills, provide a much needed sense of safety and routine, and connect with families who might otherwise be isolated and overwhelmed. This document uses the National Child Traumatic Stress Network's (NCTSN) "Creating, Supporting and Sustaining Trauma-Informed Schools: A System Framework," to consider how, in the time of COVID-19, schools can adapt or transform their practices by using a trauma-informed approach to help children feel safe, supported, and ready to learn.

Why a Trauma-Informed Approach during the COVID-19 Crisis?

For most students, educators, staff, and school administrators, COVID-19 raises concerns related to danger, safety, and the need for protection. For some, this danger is added to preexisting trauma, adversity, and disparities. For others, the pandemic brings new grief, loss, and trauma, which may include increased risk for violence and abuse in the home. Many families will experience secondary adversities related to their isolation, economic hardship, and unmet basic needs. A trauma-informed approach is essential to help school communities feel safe and supported during times of danger and adversity. This approach is needed so that students can learn, educators can teach, and staff and administrators can connect and provide needed structure. Using this approach will assure parents and caregivers that the school community is strengthening their child's well-being, thereby allowing families to reinforce the importance of learning.

What Does It Mean to Be "Trauma-Informed?"

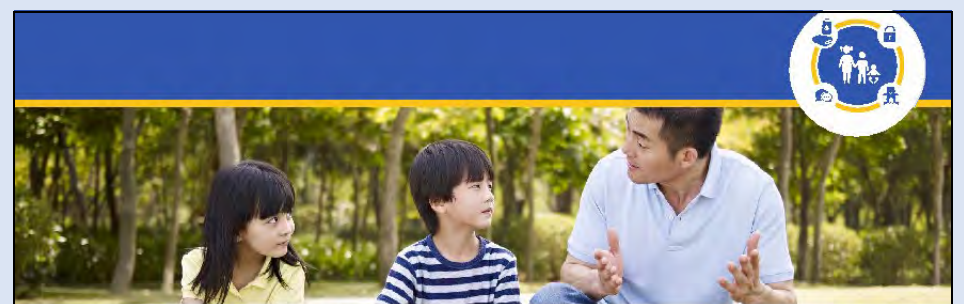
The NCTSN defines a trauma-informed system, such as a school, as one where all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, staff and service providers. Educators, staff and administrators infuse and sustain trauma awareness, knowledge, and skills into their school climate, programs and classrooms. They collaborate with all those who are involved with the child, using the best available scientific evidence, to maximize physical and psychological safety, facilitate the recovery or adjustment of the child and family, and support their ability to learn and to thrive.

What is the NCTSN System Framework for Trauma-Informed Schools?

The NCTSN System Framework for Trauma-Informed Schools identifies and describes the essential elements of a trauma-informed school that can help support school personnel in working with children who have experienced trauma. The framework includes core areas of focus for educational system improvements and organizational changes. These core elements can be applied throughout a school system to create a trauma-informed environment. In addition, applying these elements also helps to identify students and school personnel within the school system who are at risk or who might need more intensive support to address their traumatic stress reactions.

Trauma-Informed Strategies for Educators, Staff, and Administrators during COVID-19

Here we use the framework to outline specific guidance for how schools can use a trauma-informed approach while responding to the needs of their students, families and staff during this COVID-19 crisis. The framework presents 10 Core Areas of a trauma-informed school system:



Supporting Children During Coronavirus (COVID19)

With the ever-changing landscape of our lives as you cope with the COVID-19 outbreak, you are trying to determine how best to help your family. Your children/teens may be worrying about the safety of your family, struggling with thoughts and feelings about the stories and images coming from coverage of COVID-19, and the uncertainty of not knowing when they can return to those routines that provided them comfort. They may turn to you or other trusted adults for support, help, and guidance. We hope that this resource will help you think about what you can do to make these times of uncertainty a bit less stressful.

Start the conversation

Many people worry that talking to young children will lead to increased worries and anxieties. The opposite is actually the case. Bringing difficult topics into the conversation can help lessen worries in children of all ages. Find a quiet, comfortable place to talk. Take a breath and bring it up.

You can say something like this:

- "There has been a lot of talk about coronavirus. Tell me what you know about it, or tell me what you've heard about it."
- For tweens and teens, also consider, "Tell me what your friends are saying about coronavirus. What have you seen about this online?"

Starting the conversation allows you to listen to what your child/teen knows and gives you a place to begin as the conversation continues.

Correct Inaccurate Information

If you hear inaccurate information or misunderstandings from your children/teens, take time to provide the correct information in language your child/teen can understand.

Encourage your children to ask questions, and answer those questions directly.

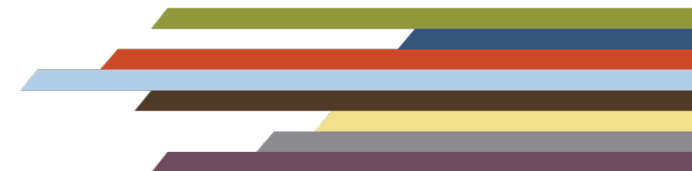
Your children/teens may have some difficult questions about the coronavirus. For example, children may ask if it is possible that someone in the family may get the virus that causes COVID-19. The concern may be an issue for both you and your children/teens alike. This question is speaking to concerns about the safety and security of themselves and those they love. In your answer, stress what is being done in your family, the community, state, country, and the world to reduce risk. Question-and-answer exchanges help ensure ongoing support as your children begin to cope with emotions related to this virus.

Resources

Beth Cooney, LCSW-BACS cooney.beth@gmail.com

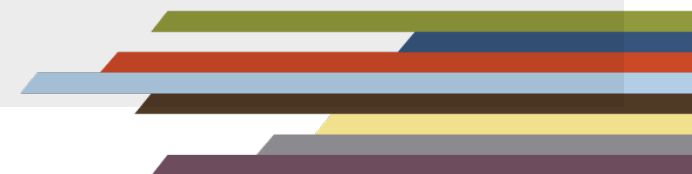
- Creating a Bitmoji Classroom
<https://youtu.be/-ClfJme3QRU>
- CBITSPprogram.org
- BounceBackprogram.org
- SSETprogram.org
- TraumaAwareSchools.org
- Projectfleurdelisnola.org
- NCTSN.org

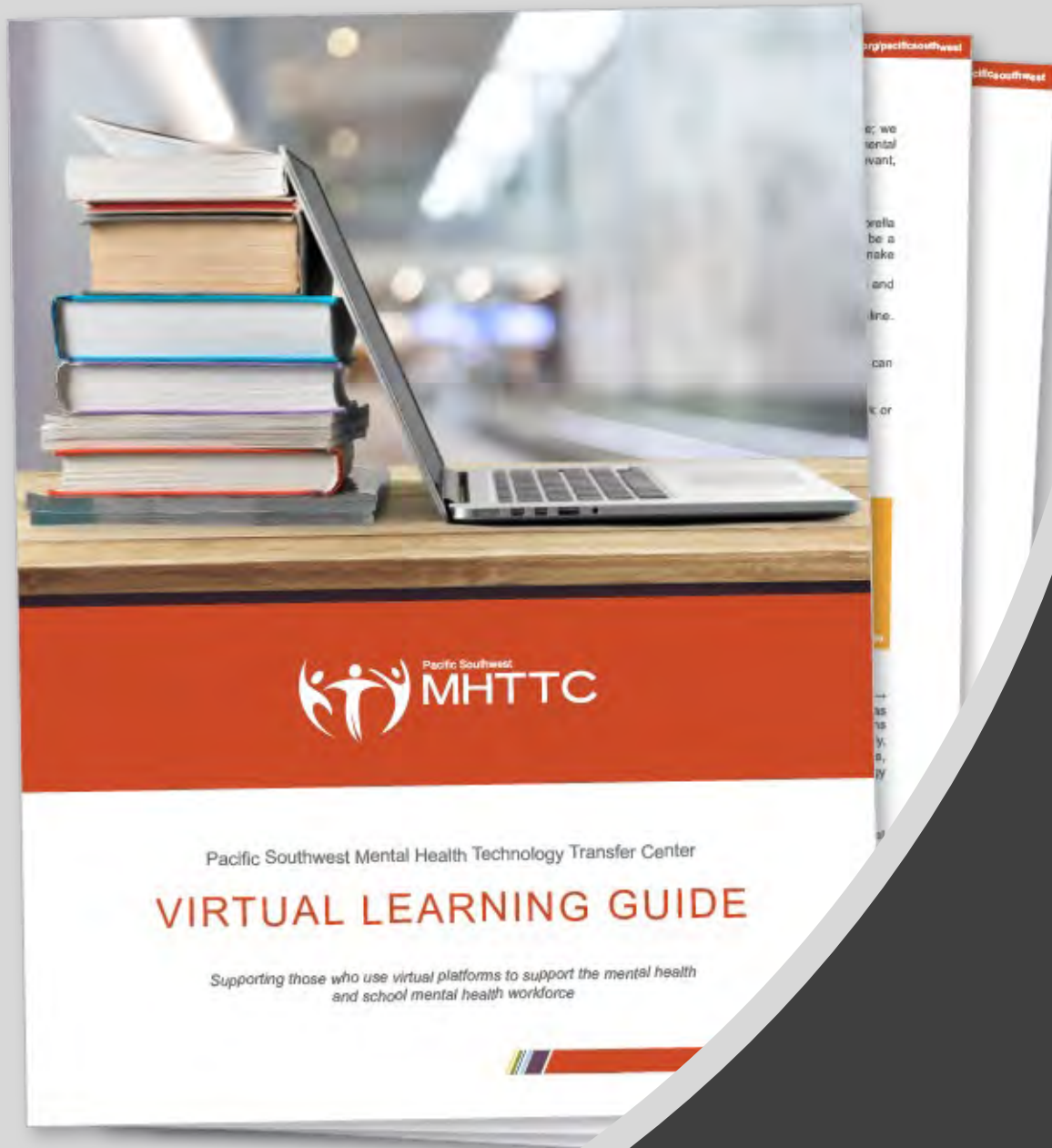
Closing & Looking Ahead



How to maximize impact

- Join upcoming sessions as a team.
- Make a plan to have a follow up meeting after the webinar to discuss next steps.
 - What resonated?
 - What needs more inquiry?
 - How might further TA support you?
- Take a deeper dive! *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide* is now available:
<http://www.midwestpbis.org/interconnected-systems-framework/v2>
- Check out the Treatment & Services Adaptation Center for more! <https://traumaawareschools.org/>





Resource!

Virtual Learning Guide

Technology Guidance: Technical set up and delivery

Virtual Facilitating Strategies and Choices: Ensuring accessibility and matching learning outcomes to technology platforms

Content Guidance for Content Creators: Leading trauma-informed virtual learning events

Facilitation Guidance: Support for optimal facilitator/presenter experience

Learning Guidance: Priming the participant for an effective learning experience; considerations for trauma-informed and culturally competent virtual learning

Resources and References for Future Learning: A guide to more information

(PS MHTTC, 2020)

West Coast ISF Webinar Series

All sessions 3:00 – 4:30 pm PT

Module 1: ISF in Virtual Conditions

- 10/20/20 - ISF Systems in Virtual Conditions
- 10/22/20 - Secondary Traumatic Stress and Educator Well Being

Module 2: ISF + Trauma Informed Approaches

- 10/27/20 - ISF Systems & Trauma-Informed Approaches
- 11/5/20 - Virtual Adaptations of Psychological First Aid
- 11/17/20 - Virtual Adaptations of Trauma Informed Skills for Educators

Module 3: ISF + Tiers 2 & 3

- 12/1/20 - ISF Systems and Tiers 2 & 3
- 12/3/20 - Virtual adaptations of SSET/Bounce Back

Module 4: ISF & Equity

- 1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being
- 1/19/21 - ISF Systems & Equity
- 1/21/21 - Racial Violence and Trauma and Schools

ISF West Coast Town Hall

- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://mhttcnetwork.org/centers/pacific-southwest-mhttc/isf-west-coast-party-systems-structures-leadership-data-practices>



Pacific Southwest (HHS Region 9)

Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

**Interconnected Systems Framework
West Coast Party Continues!**



bit.ly/ISF2021

Upcoming learning opportunities

Trauma Informed Suicide Prevention: Leading School District, County, and State Systems - Examples from California:

Join us for a three-part webinar series for school field leaders who are leading systems' support for student suicide prevention.

- 12/1, 12/7, 12/14 from 3-5pm PT; [view the flyer here](#)

Pacific Southwest School Mental Health Wellness

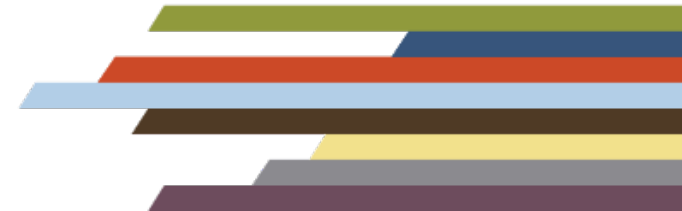
Wednesdays: Every 2nd Wednesday of each month, 2-3 p.m. PT:

[REGISTER HERE >](#)

Two national resource hubs from the MHTTC Network

<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-grief-loss-and-bereavement>

<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-school-mental-health-resources>



Webinars Recordings

Did you miss a previous webinar
or just want to watch one again?

Access all of our recorded webinars!

The recording of this webinar will be made available in the Pacific Southwest Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.

<https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35>

**Please allow 7-10 business days for all recordings to be made available.*

Pacific Southwest MHTTC

Contact Info

Email: pacificsouthwest@mhttcnetwork.org

Phone: (844) 856-1749

Website: <https://mhttcnetwork.org/pacificsouthwest>

Join the Pacific Southwest MHTTC Newsletter!

<https://tinyurl.com/pacsw-mh-news>

CONNECT WITH US ON SOCIAL MEDIA:

@PSMHTTC



Northwest MHTTC

Contact Info

Email: nwsmh@uw.edu

Phone: (206) 221-3054

Website: <https://bit.ly/NWSMH>

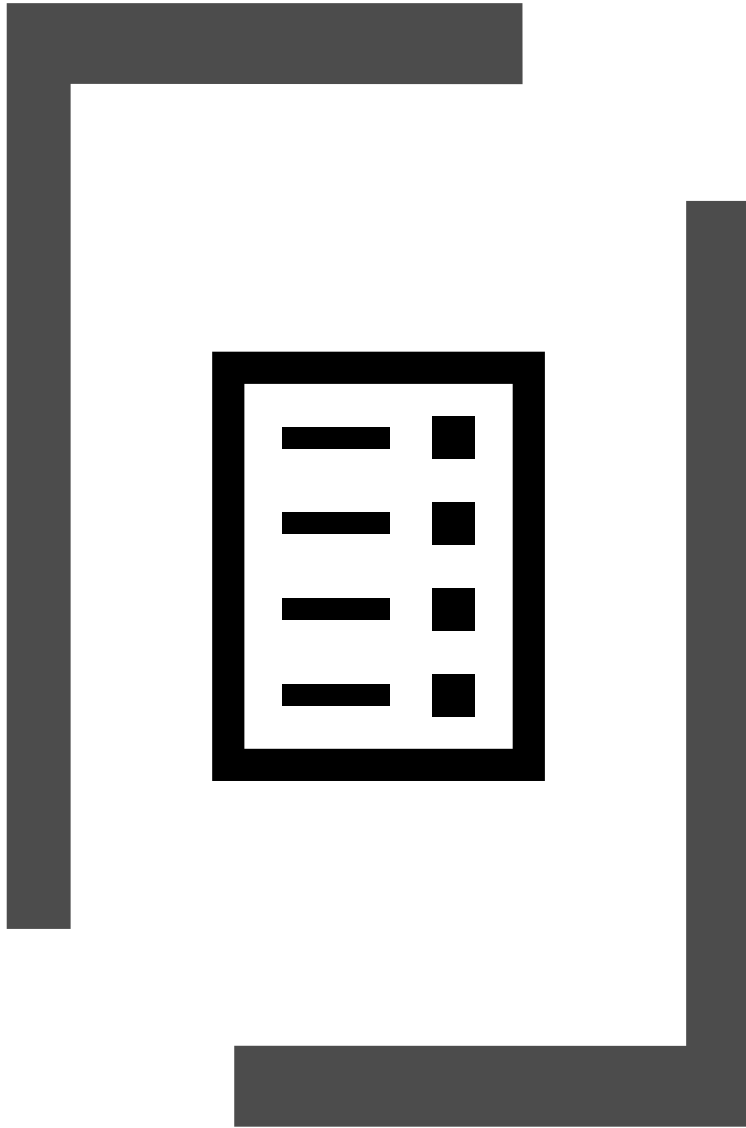
Join the NW MHTTC School Mental
Health Newsletter!

<https://bit.ly/NWSMHsignup>

CONNECT WITH US ON SOCIAL MEDIA:

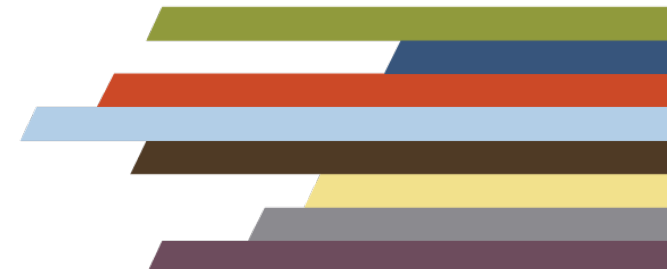
@NorthwestMHTTC





Event Survey

- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous



Thank you!

Module 1: ISF in Virtual Conditions

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