

Trauma Informed Schools  
The School Psychologists Role in Raising  
Awareness, Improving Outcomes and  
Integration of efforts with Educational  
Methods and Curriculum

Texas School Psychology Association  
Summer Institute

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# Agenda

- 8:30 Welcome
- 8:15-9:00 Current Efforts in the Trauma Informed School Movement
- 9:00-10:00 Specific Intervention Strategies I, Cognition, Attention, Expression
- 10:00-10:15
- 10:15-10:45 Specific Intervention Strategies II Emotional Regulation, Effective Praise
- 10:45-11:45 Delivery Mechanisms, Professional Development, Job embedded Learning, Advocacy
- 11:45-1:45 Available for Questions and Consultations

# Current Efforts

- Adverse Childhood Experiences Study
- NCTSN Trauma Focused Cognitive Behavior Therapy
- Research, school mental health special issue Volume 8, Issue 1, March 2016, Trauma-Informed Schools
- Washington State Department of Education
- Wisconsin Department of Public Instruction
- Advocacy
  - Compton *Ruling In Compton Schools Case: Trauma Could Cause Disability*  
<http://www.npr.org/sections/ed/2015/10/01/445001579/ruling-in-compton-schools-case-trauma-could-cause-disability>
  - **NEA**, Best practices for supporting and educating students who have experienced domestic violence or sexual victimization. <http://www.nea.org/home/62845.htm>
- Multiple other advocacy organizations have been working on this issue!!

# Adverse Childhood Experiences

- **The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poor quality of life in the United States.**
  - **17,421 adult members of a large HMO,**
  - **44 percent of respondents reported suffering sexual, physical, or psychological abuse as children, and**
  - **12.5 percent reported domestic violence in the home.**

# Adverse Childhood Experiences

1. Child physical abuse
2. Child sexual abuse
3. Child emotional abuse
4. Neglect
5. Mentally ill, depressed, or suicidal person in the home
6. Drug addicted or alcoholic family member
7. Witnessing domestic violence against the mother
8. Loss of a parent to death or abandonment, including abandonment by parental divorce
9. Incarceration of any family member.

## LIFE LONG PHYSICAL, MENTAL & BEHAVIORAL OUTCOMES OF ACEs

- Alcoholism & alcohol abuse
- Chronic obstructive pulmonary disease & ischemic heart disease
- Depression
- Fetal death
- High risk sexual activity
- Illicit drug use
- Obesity
- Sexually transmitted disease
- Smoking
- Suicide attempts
- Unintended pregnancy
- Intimate partner violence
- Liver disease

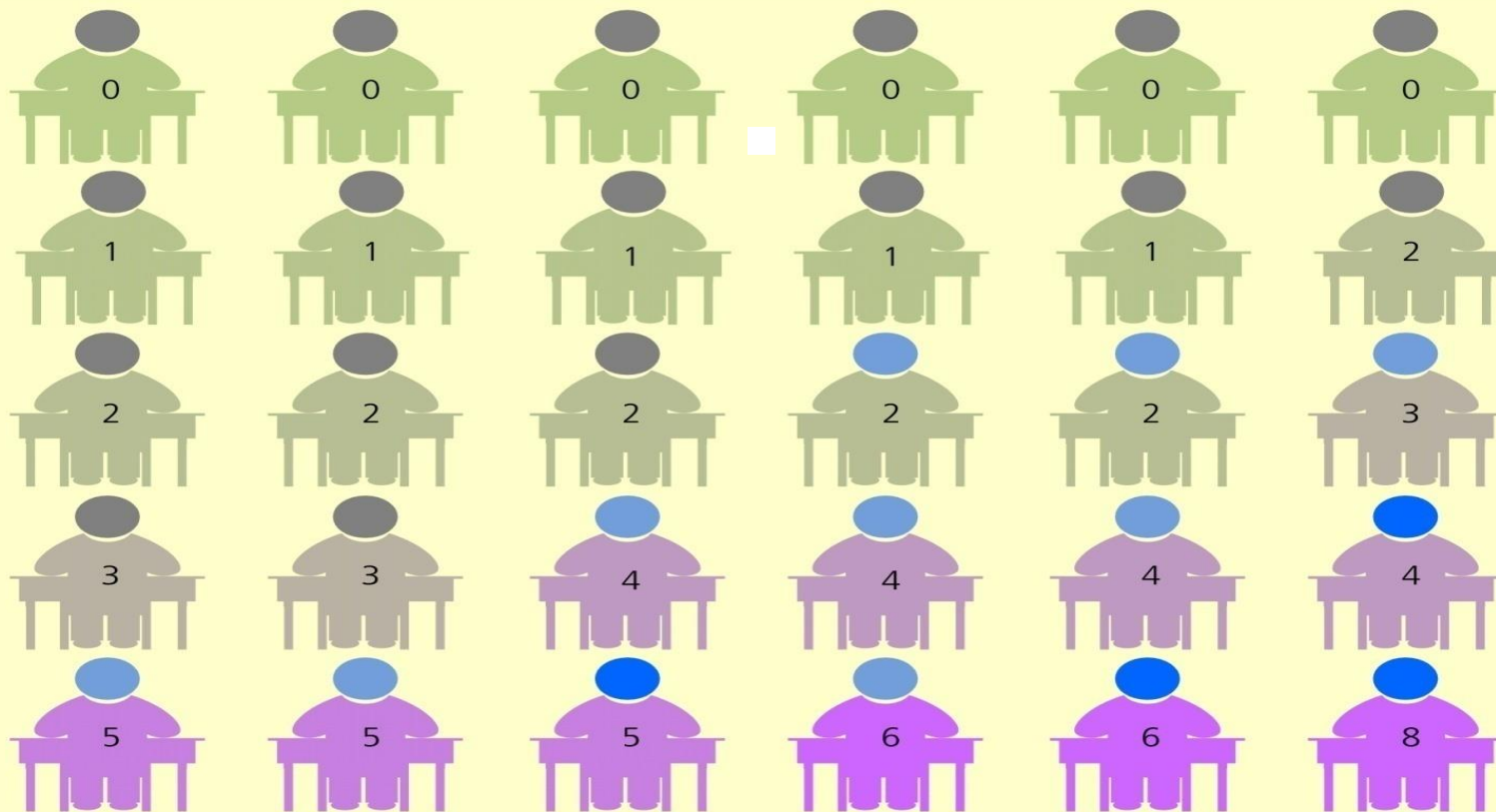
The higher the ACE Score, the greater the incidence of co-occurring conditions from this list.

# ACEs in WASHINGTON SCHOOLS – SOPHOMORES AND SENIORS (2010)

## Washington School Classroom (30 Students) Adverse Childhood Experiences (ACEs)

- 6 students with no ACE
- 5 students with 1 ACE
- 6 students with 2 ACEs
- 3 students with 3 ACEs
- 7 students with 4 or 5 ACEs
- 3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence  
 29% (9) of students exposed to physical abuse or adult to adult violence  
 13% (4) of students exposed to physical abuse and adult to adult violence



# National Child Traumatic Stress Network Data

In 2002 the NCTSN Complex Trauma Task Force conducted a clinician survey of children referred for traumatic stress

- 78 percent of children had experienced more than one trauma type,
- the initial exposure on average occurred at age 5,
- one-fifth of children are aged 0-6,
- The traumas these children most often received services for were exposure to domestic violence, abuse, sexual abuse, neglect, and traumatic loss/bereavement,
- Exposure impacts multiple domains of development.



# Treatment Strategies

- TF-CBT <http://tfcbt.musc.edu/>
  - Free online Professional Development
    - Psycho-education
    - Stress Management
    - Affect Expression and Modulation
    - Cognitive Coping
    - Creating the Trauma Narrative
    - Cognitive Processing
    - Behavior Management Training
    - Parent Child Sessions



# Compassionate Schools:

**The Heart of  
Learning and Teaching**

# Compassionate Schools

- Supportive to students who have experienced adversity or live in crisis.
- A place where staff are trained to practice thoughtful and intentional kindness.
- A place where students move from trauma to resilience.



# Compassionate Schools

- Geared toward students who have been impacted by trauma – but **all** students benefit. from a compassionate **climate and culture**.
- Provide on-going professional development for ALL school staff.
- Introduce strategies that promote student/staff wellness.
- Encourage self-care for staff.
- Adopt a school culture and climate infrastructure that meets the diversity and needs of the students/school.
- Finding ways to meaningfully partner with communities and families.
- Address the mental health needs of students.

Teachers are hungry for information regarding the impact of trauma on learning. They have tried, often in vain, to impact student motivation, engagement, and performance by what they know best; applying and adjusting curriculum and instruction. Frequently, the deep seated reason for a child's inability to learn stems from structuring a mode of thinking that is preoccupied with a perceived threat coupled with an instinct for survival. The parts of the brain that are engaged in learning are therefore, essentially, shut down. For a child to be a successful learner, they must feel safe and nurtured.

# Chapter 3

## Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms

*Long after students may have forgotten what you tried to teach them, they will remember how you treated them.*

– Anonymous

### Contents:

#### The Language of This Chapter

##### Introduction

#### Compassionate Instruction and Discipline in the Classroom

Principle One: Always Empower, Never Disempower

Principle Two: Provide Unconditional Positive Regard

Principle Three: Maintain High Expectations

Principle Four: Check Assumptions, Observe and Question

Principle Five: Be a Relationship Coach

Principle Six: Provide Guided Opportunities for Helpful Participation

#### A Compassionate Curriculum

A Suggested Framework: Research-based and Modeled on Current Best Practice

(Contents continued on next page...)

# Strategies for Compassionate Classrooms

## How We Teach

Compassionate Teaching  
and Discipline Principles

1

Always empower.  
Never disempower.

2

Provide unconditional  
positive regard.

3

Maintain high  
expectations.

4

Check assumptions.  
Observe. Question.

5

Be a relationship  
coach.

6

Provide guided opportunities  
for helpful participation.



## What We Teach

Compassionate Curriculum  
Strategies

Domain  
One

Safety, Connection,  
and Assurance of  
Well-Being

Domain  
Two

Emotional and  
Behavioral  
Self-Regulation

Domain  
Three

Competencies of  
Personal Agency,  
Social Skills and  
Academics

# Wisconsin DPI

## Incorporating Trauma-Sensitive Practices

- Calmer Classrooms
- Child Trauma Toolkit for Educators
- Creating Sanctuary in the School
- Helping Traumatized Children Learn
- <http://dpi.wi.gov/sspw/mental-health/trauma/school-resources>



# Advocacy

- Agency involvement to inform and advocate for trauma informed schools
  - Public Council sued Compton School District
  - ***“that untreated trauma is a disability that keeps kids from learning and should be addressed by school public schools.”***
  - Compton is working with a team of more than half a dozen experts includes Christopher Blodgett, the director of the [Child and Family Research Unit](#) in Spokane, Washington; [Joyce Dorado](#), a professor of psychiatry at UC San Francisco; and USC Professor of Social Work Marlene Wong, who has helped carry out some [trauma informed learning](#) changes at LA Unified schools to settle the lawsuit
- ***This settlement could have national implications, for mental health services in the schools, it does not appear that NASP has been invited***

# National Education Association

<http://www.nea.org/home/62845.htm>

- The NEA collects dues from most school psychologists across the nation
- Two years ago at the national assembly there were less than five school psychologists there out of an attendance of all 50 states
- Any elected representative can put forth new business items that if passed the NEA must comply
- Several of us were able to pass a motion that the NEA provide for educators best practice in responding to trauma.

# Specific Intervention Strategies I, Meaning Cognition, Attention, Expression

- Trauma has an established impact on brain functioning.
- Are we moving to brain based interventions for trauma?
  - Are we directly teaching thinking skills?
  - Are we including competency building IEP goals?
  - Anger Regulation and Expression Skills
  - Turning the brain on!

# Quick Screen for Brain Dysfunction

- Memory loss  
Misplacing items and forgetting recently learned information, conversations, names, etc.
- Language problems  
Trouble finding words
- Disorientation to time  
Forgetting the day of the week or the date
- Impaired sense of direction  
Getting lost in a familiar place
- Changes in personality or mood
- Executive impairment  
Difficulties with decision making, using poor judgement or impaired organizational skills

The background is a rich, multi-colored pattern featuring various floral motifs, including roses, daisies, and smaller blossoms in shades of yellow, orange, pink, blue, and purple. Interspersed among the flowers are dark, swirling scrollwork designs and green foliage. A large, semi-transparent blue oval is centered over the pattern, containing the text "Artful Thinking Routines" in a white, serif font.

# Artful Thinking Routines

# Thinking Routines

- Thinking routines are short, easy-to-learn mini-strategies that extend and deepen children's thinking and become part of the fabric of everyday relationships. They are used flexibly and repeatedly with art, and with a wide variety of potential social situations.
- Is it willful disobedience or inability to think through social problem solving?

# Characteristics of Artful Thinking Routines

Promotes children's abilities to solve problems, analyze knowledge, generate insights, use their imagination and curiosity, synthesize new relationships between ideas, and make meaningful connections across events.

Engages the child in active learning and social problem solving.

# Thinking Routines

## Conduct and ODD children as poor problem solvers

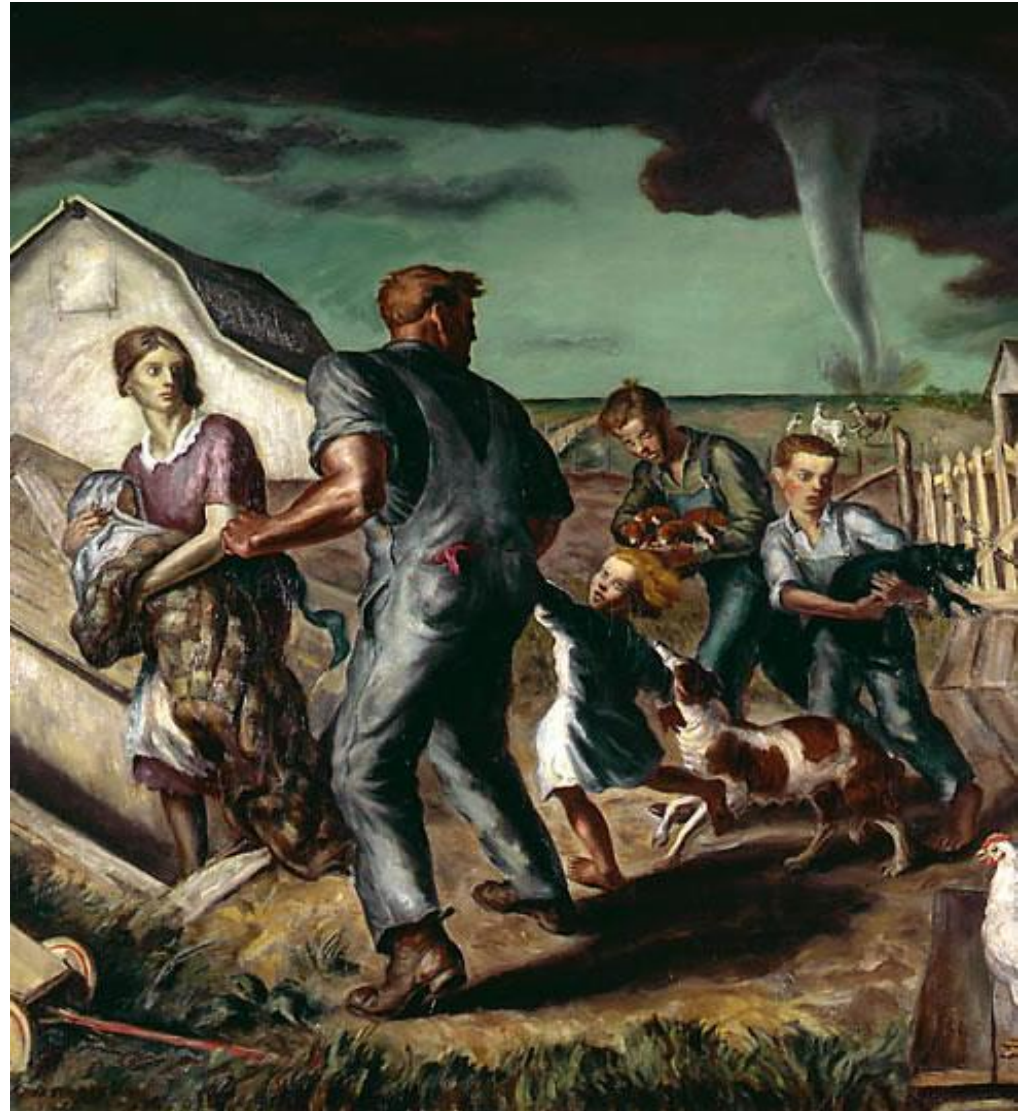
- Reasoning
- Perspective Taking
- Questioning and Investigating
- Observing and Describing
- Comparing and Connecting



# Reasoning Routine

## What Makes You Say That?

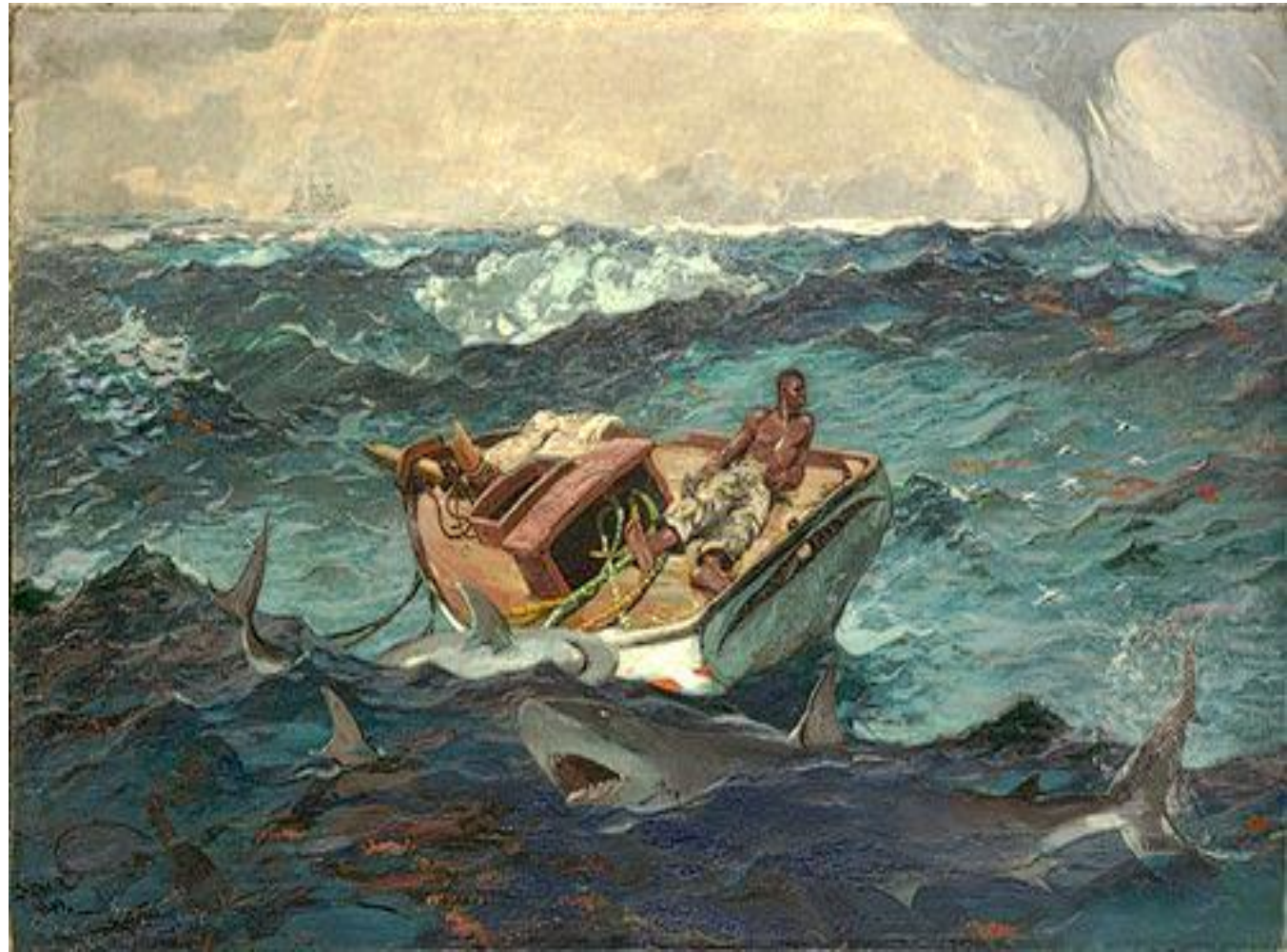
Reasoning routines accentuate the child's ability to make reasonable interpretations of ideas or information. Children will be able to more accurately describe what they are seeing and how to explain their thoughts and ideas.



# Observing and Describing Routine

## Beginning-Middle-End

This routine helps students learn how to notice things and communicate their findings. Students will look more carefully and critically at the details of an image or object. It will encourage them to describe things in greater detail and use their imagination.



# Thinking Skills Scoring Rubric

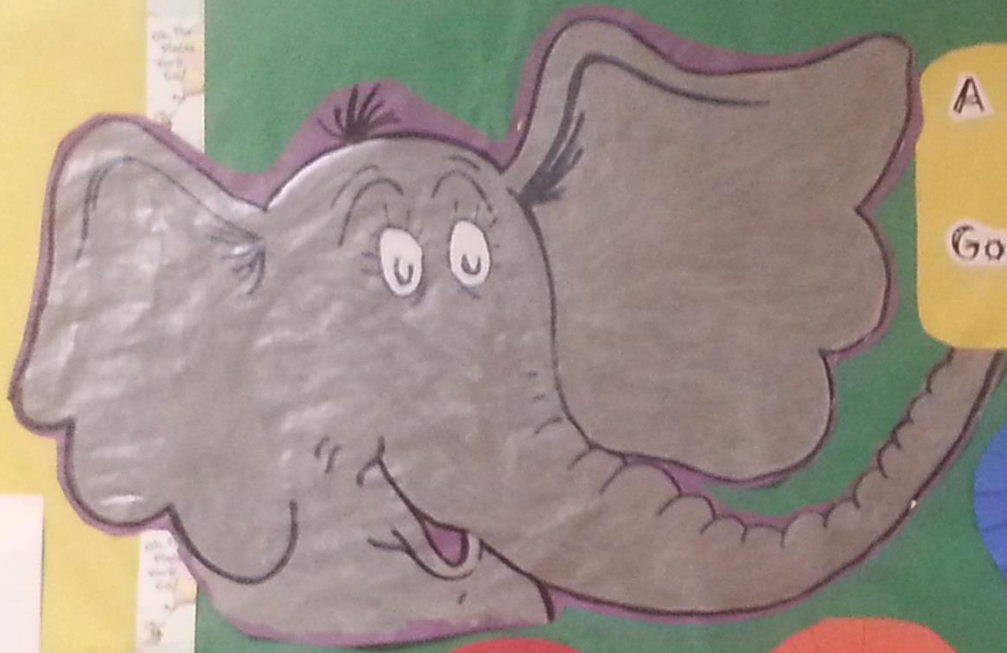
- Pat Klos knows how to help
  - Try it out for yourself! You can see the full array of routines with detailed descriptions for and how to use them at the *Artful Thinking* website: <http://www.pzartfulthinking.org/routines.php> or download Pat Klos' Artful Thinking 'cheat sheet' at <http://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-addt'lresource-artfulthinkingroutines.pdf>



# Emotional Expression through Color

- Provide child a list of Emotional Vocabulary Words
- Have them associate the words with the colors on the paint chip cards
- See list at end of handout





A Person's a Person,  
No Matter How Small!  
Good Character makes us feel  
10 feet tall!

Respect  
regard  
admiration

Acceptance  
support  
welcome

Compassion

Trust  
assistance

Self-Discipline  
control

Happy  
pleased  
Content

ers!  
Week

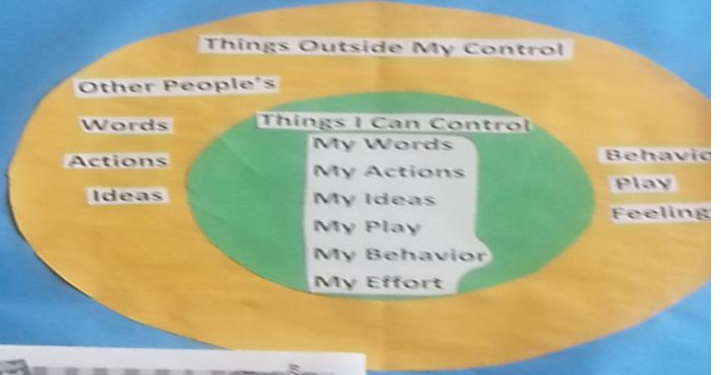
Health



# emotions

## Cool Down Corner

Angry	Confident	Happy	Indifferent	Sad	Surprised
Fuming	satisfied	calm	neutral	disappointed	alarmed
infuriated	accepting	relaxed	reserved	discouraged	fearful
irate	Kind	content	weary	helpless	frightened
riled	receptive	pleased	bored	hurt	shocked
outraged	reliable	comfortable	preoccupied	depressed	aghast
steaming	open	safe	nonchalant	down	horrified



A vertical stack of colored cards with emotion words, held together by a wooden clothespin. A small red smiley face sticker is attached to the side of the stack.

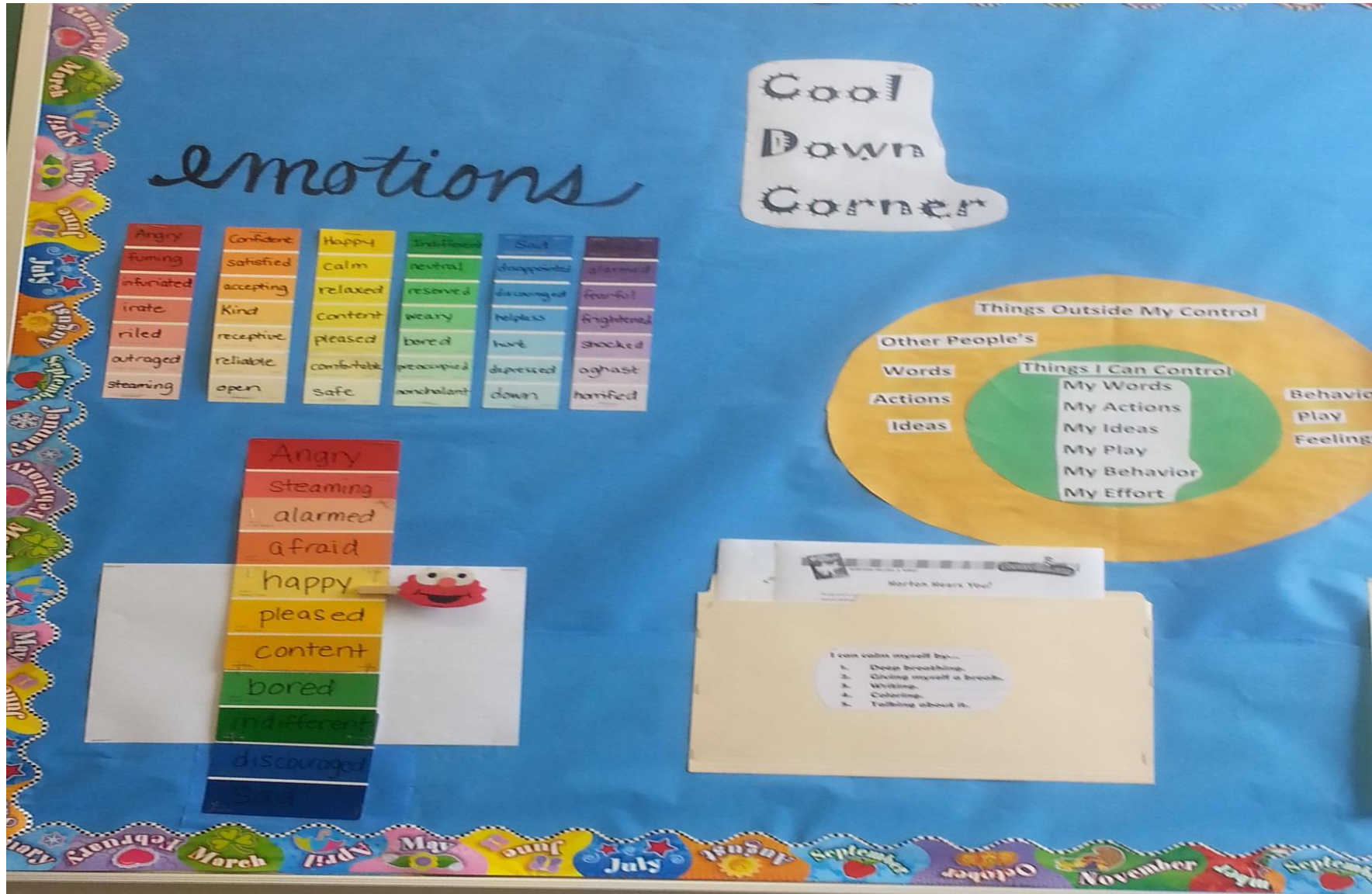
- Angry
- steaming
- alarmed
- afraid
- happy
- pleased
- content
- bored
- indifferent
- discouraged

A yellow envelope containing a card with a checklist for self-soothing techniques.

Markon Bears You!

I can calm myself by...

1. Deep breathing.
2. Giving myself a break.
3. Writing.
4. Coloring.
5. Talking about it.



# Creating a Narrative

Accurately describe events

- Format for description
- Work backwards or forwards in time
- Child describes perception/repeats description
- Add thoughts and feelings
- Explore and correct distortions
- Repetitions reduce emotional reactivity
- Praise and encourage

## Writing a six-word memoir...

[teacherweb.com/FL/Meadowla  
wnMS/.../Six-wordmemoir1.ppt](http://teacherweb.com/FL/Meadowla<br/>wnMS/.../Six-wordmemoir1.ppt)

In order to narrow down a life into six words, a writer needs to begin with many words and ideas.

Follow these instructions to complete a six-word memoir.



# Writing a six-word memoir...

In November 2006, writer and editor Larry Smith issued a challenge to fans of his Web publication, SMITH Magazine.

Inspired by Ernest Hemingway's legendary shortest of short stories ("**For sale: Baby shoes, never worn**"), Smith asked his readers to describe their lives in six words. The Six-Word Memoir contest officially ended after a month, but the stories kept coming.

Five years on, participants have contributed more than half a million mini-memoirs. Smith has published five compilations of the intensely personal accounts and continues his online quest to spark the creativity of aspiring writers.

**"There is inspiration everywhere," he says. "Even if you don't think you're a storyteller, you are."**

# Six Word Narrative

- Write as many words as you can 60 seconds
- Choose three words, then reduce to one
- Title writing with this word
- Write about this word 60 seconds
- Reduce this text to six words 60 seconds
- Directly teach narrative writing

## Six-Word Memoirs



Nobody cared, then they did. Why?  
- *Chuck Klosterman*



Almost a victim of my family  
- *Chuck Sangster*



Watching quietly from every door frame.  
- *Nicole Resseguie*

# Examples or Models of Strength Based Approaches

- Margaret Blaustein...Attachment, Regulation, Competency (ARC)
- Ryan Kilmer Post Traumatic Growth
- Bruce Perry Core Strengths
- George Everly Lessons for Creating the Resilient Child
- Mona Johnson and Ron Hertel Compassionate Schools

# Break

15 minutes

# Specific Intervention Strategies II

## Emotional Regulation, Effective Praise

Trauma impacts emotional functioning and the ability to accept praise due to impacts on self worth

# Intermittent Explosive Disorder

Impulsive aggressiveness, grossly out of proportion to any precipitating psychosocial stressor.

Reading for tots and the principal

Impulsive aggression, anger, and hostile automatic thoughts were significantly reduced by a CBT package that included relaxation training, cognitive restructuring, and coping skills training.

Relax, Reframe Cope



# What can CBT do for IED

## McCloskey Et. al. 2008

### Cognitive Restructuring, Relaxation and Coping Skills Training (CRCST)

- Anger
- Hostile thoughts
- Anger Expression
- Anger Control
- Reduced Depression
- Improved Quality of Life
- Integrate these items into plans and daily routines

# Disruptive Mood Dysregulation Disorder

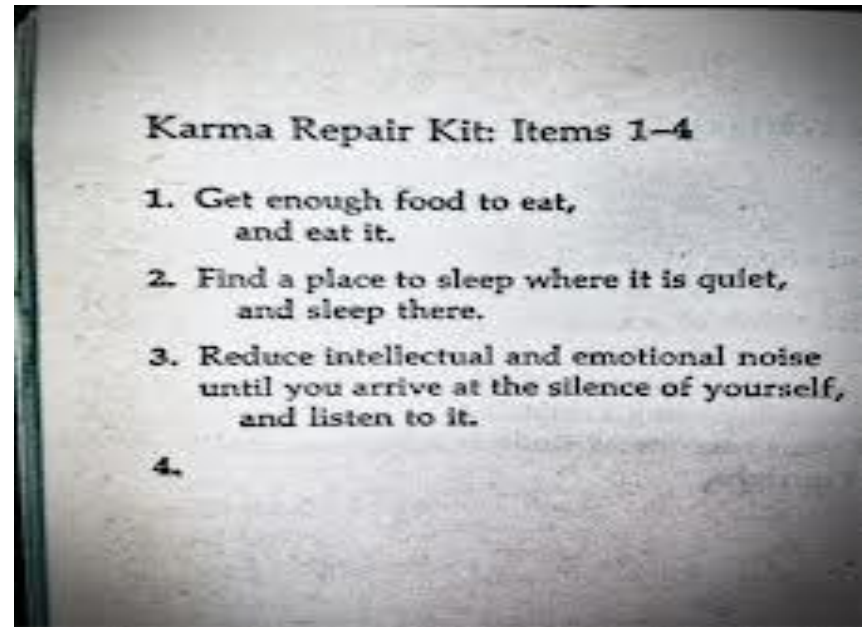
(Categorized as a Depressive Disorder)

- Severe and recurrent temper outbursts that are grossly out of proportion in intensity or duration to the situation. These occur, on average, three or more times each week for one year or more.
- Persistently irritable or angry mood

# Intervention

## Teach Emotional Regulation

- Brautigan's Karma Repair Kit
- Emotional Vocabulary
- Emotional Intelligence
- Practice, Practice, Practice



# ANGER MANAGEMENT

★ Substance Abuse and Mental Health Services Administration (SAMSHA)

★ Free Work Book and Manual

<http://kap.samhsa.gov/products/manuals/pdfs/anger1.pdf>

– Anger management manual and participants workbook

- Easy to transfer to educational settings
- Anger Control Plans
- The Aggression Cycle
- Assertiveness and Conflict Resolution

# Anger Management

Children need to

- learn helpful strategies and techniques to manage anger,
- Express anger in alternative ways,
- Change hostile attitudes,
- and prevent aggressive acts, such as verbal abuse and violence.

# Directly teach and support

- Anger is learned, teach appropriate ways of expressing anger
- Anger should not lead to aggression control the escalation
  - Assertiveness, changing hostile cognitions, challenge irrational beliefs
- People accomplish goals through assertiveness not aggression
- Assertiveness solves the problem

# Directly teach and support

- Anger is a habit
  - Be aware of triggers, Make anger a conscious choice rather than an unconscious reaction
    - Time out, breathing, thought stopping
- Teach students sequencing
  - Event, thought, emotion, behavior/alternative behavior

# Emotional Intelligence in the Classroom: Skill-Based Training

[http://heblab.research.yale.edu/pub\\_pdf/pub101\\_BrackettKatulak2006TheEIclassroom.pdf](http://heblab.research.yale.edu/pub_pdf/pub101_BrackettKatulak2006TheEIclassroom.pdf)

- Skills
  - Perception of emotion
  - Use of emotion to facilitate thinking
    - Focus attention, improve reasoning and decision making
  - Understand emotional information
    - What are the causes of emotion and how do they change
  - Management of emotion
    - Employ emotional strategies



# How does EI Impact Bullying?

- Improves communication
- Manage stress
- Manage conflict
- Maintain positive attitude
- Improve engagement in academics
- Improve engagement in social relationships
- Facilitate relationship building
- Reduce Isolation

# Six Steps to Emotional Literacy

- Identify feeling words in daily activity
  1. Relate word to student personal experiences
  2. Associate the word with a color or design or picture or animal
  3. Relate the word to current topics
  4. Homework, have students involve parents in learning the word
  5. Group discussion of the word
  6. Use the word in a writing assignment

# Praise Matters Most

Effective Praise

# Parent Misbehavior

## Supporting and Educating Traumatized Students

- 8.3 million American children have parents under correctional jurisdiction
- Over 8 million children are living with a parent who is substance dependent
- Therapy suggestions
  - Think practical problem solving every day is a problem that needs to be solved
  - Directly address the secrecy and shame it can sometimes have a bigger impact than the event

# Special Populations Abuse

## Supporting and Educating Traumatized Students

- Change the conversation from “what is wrong with you” to “what happened to you”
- Move from symptom relief to competency building
- Give choices which improves child’s perception of control
- Provide opportunities for success
- Attack feelings of poor self worth

# Kazdin

## Parenting the Defiant Child

- Praise matters most
  - Components
    - Enthusiastic
    - Specific to child's behavior
    - Non-verbal as well as verbal
  - Suzanne calls this **ATTACK PRAISE**
  - Conditions
    - Make the link between praise and the behavior strong
    - Praise is delivered right after the behavior
    - Increase frequency create more opportunities

# Relationship Coaching to Increase social inclusion and peer based praise

- Peer rejection and social isolation can contribute to continued symptomatology in children with ODD and co-occurring conditions
  - Medication, CBT and Social Skills training have had limited impact on social acceptance
  - Extensive research is being conducted at the **Peer Relationships in Childhood Lab**  
**<http://www2.psych.ubc.ca/~mikamilab/>**

# Essential Components

## Mikami

- Build or strengthen a positive relationship first
  - Engage in an activity without, directing, teaching or criticizing
  - Focus on one or two crucial behaviors
  - Listen for ten minutes before making suggestions
- Give effective praise and suggestions
  - Focus on improvement from baseline
  - Give specific praise, don't spoil it
  - Teach child how to give praise



# Delivery Mechanisms

How to increase impact of school psychology services to move towards trauma informed education

# Possible Delivery Mechanisms

- Expanded Role
  - Professional development for educational staff
  - Advocacy
  - Writing
  - Integration with other agencies
- Within role
  - Changes in approaches to assessment
  - Job embedded professional development
  - Service Delivery
  - Goal Development

# Providing Professional Development

- Creation of CEU bearing or college level curriculum
- Hybrid delivery
- Target group should be all educators
- Distribution of existing resources

# Advocacy

- NASP is not the only advocacy organization that should represent you
- Can you create a separate union representative group for School Psychology, have you run for the national representative assembly?
- Are you connected in any way to this movement?

# Writing

- School newsletters
- Parent information brochures
- Newspaper articles
- Presentations for NASP or other national entities working on this issue
- Journal articles

# Integration With Other Agencies

- International Society for Traumatic Stress Studies, Convention in Dallas Texas Nov 9-12, <https://www.istss.org/am16/home.aspx>
- Association for Traumatic Stress Specialists, <http://www.atss.info/index.php>
- National Child Traumatic Stress network, <http://www.nctsn.org/category/location/texas>
- Parents of Murdered Children, <http://www.pomc.com>

# Delivery Mechanisms Within Traditional Role

- Approach referrals with the question “What happened?” not “What is wrong?” assess the ACES
  - Middle school example
- Assess presence of competencies and pro-social thoughts emotions and behaviors
- Specifically assess anger and anger expression
- Kill the zombie interventions first.
- What are you doing that is not working?
- Use an RTI assessment model to augment typical assessment.

# Killing Off Zombie Interventions

Intervention Central <http://www.interventioncentral.org>

- When you attempt to change behavior sometimes you find that the current intervention does not work or might make things worse.
- Individuals sometimes cling stubbornly to these practices despite clear and compelling data that they do not work
- Such practices are called “zombie interventions”





# Job Embedded Professional Development

file:///C:/Users/robert.hull/Downloads/What%20is%20Job-Embedded%20Professional%20Development.pdf

- Bob I learn something new from you every time we have an IEP meeting
- The quote I love
- Use individual cases to illustrate concepts, ideas and innovative techniques
  - The impact of trauma
  - Brain based techniques
  - Goals beyond reading, writing and math.

# Service Delivery

- This is not an IEP service
  - Delivery outside the IEP process is highly preferred
- Primary delivery of service is classroom based Use work that has been developed in Washington and Wisconsin, teaching methods and curriculum
- Bursts of intensive service faded over time and success
- Review ED cases for possible success and integration into gen ed.
- Cost efficiency ratios are important
  - [https://www.researchgate.net/publication/233623372\\_Non-Public\\_Special\\_Education\\_Programs\\_Evaluating\\_the\\_Costs\\_of\\_Within\\_School\\_Alternatives\\_for\\_Students\\_with\\_Emotional\\_Disturbance](https://www.researchgate.net/publication/233623372_Non-Public_Special_Education_Programs_Evaluating_the_Costs_of_Within_School_Alternatives_for_Students_with_Emotional_Disturbance)

# Goal Templates

- Universal design
  - You don't have to have a deficit in these areas in order to realize how important they are for functioning
- Executive functioning goals
  - Initiation of task, sustained concentration, working memory etc.
- Independent functioning goals
  - Demonstration
- Emotional Regulation goals
- Anger management goals

# NEXT!

*And so IT GOES*

***This work is an adventure, dare it.***

***A duty, perform it.***

***An opportunity, take it.***

***A journey, complete it.***

***A promise, fulfill it.***

***BE BRAVE***

***YOU ARE NOT ALONE IN THIS, SO DON'T BE  
ALONE IN IT.***