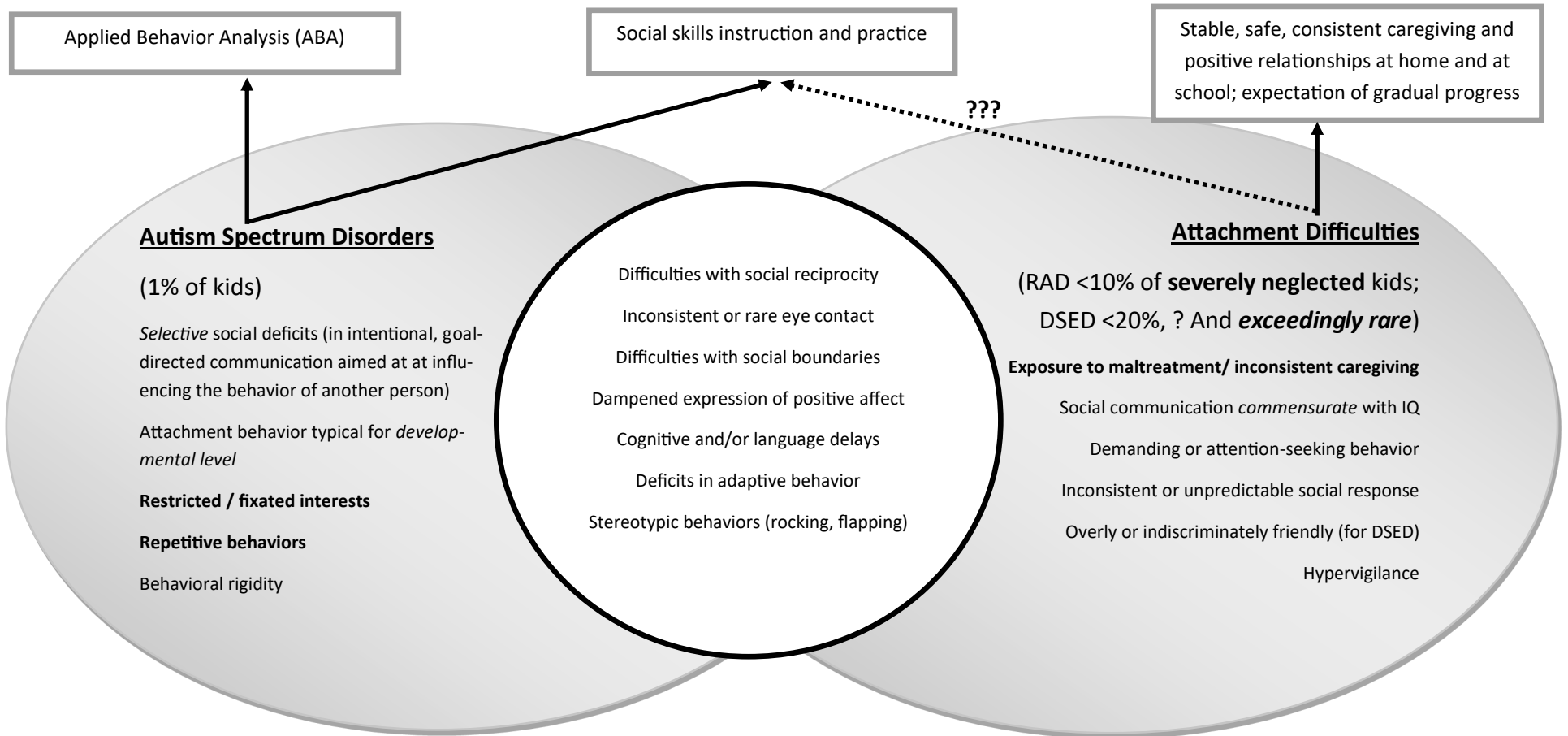


R	Mental health, medical, DFPS	History of trauma exposure (onset, duration, frequency); course of symptoms and behaviors; timeline of child's life; family tree/genogram
I	Parent or caregiver—NSLIJHS Trauma History Checklist and Interview Child	Developmental history (age at symptom onset?); screen for trauma exposure Ask about content and context of inattention; ask about emotions, avoidance, and changes in feelings and behaviors over time
O	Multiple settings and days/times, esp. during unstructured times	Evaluate setting events, possible antecedents or “triggers”
T	Child PTSD Symptom Scale (CPSS), UCLA PTSD Index Trauma Symptom Checklist for Children (TSCC or TSCYC)	Exposure to possibly traumatic events PTS symptoms, dissociation, sexual concerns



R	Mental health, medical, DFPS	History of trauma exposure (onset, duration, frequency); course of symptoms and behaviors; timeline of child's life; family tree/genogram
I	Parent or caregiver—NSLIJHS Trauma History Checklist and Interview	Developmental history (age at symptom onset?); screen for trauma exposure; current living situation, relationships, culture of the home/family
O	Structured observations during social interactions with familiar and unfamiliar teachers and/or caregivers; unstructured time with other children	Evaluate quality and consistency of social interactions; attention-seeking, checking-in, and comfort-seeking behaviors; reactions to others' coming and going
T	Child PTSD Symptom Scale (CPSS), UCLA PTSD Index Teacher Relationship Problems Questionnaire (RPQ) (?) Cognitive, language, and adaptive measures	Exposure to possibly traumatic events; traumatic stress symptoms Quality of relationships and social interactions/responses *Note: Children with maltreatment histories but NO ASD commonly receive elevated scores on ASD rating scales (ASRS, SRS, GARS, etc.) Global vs. specific deficits in language/communication, intellectual functioning, socialization

What Can the LSSP Do with the...	Attachment	Self-Regulation	Competency
Student	<ul style="list-style-type: none"> <input type="checkbox"/> Provide “safe harbor” for student <input type="checkbox"/> Build relationships with student <input type="checkbox"/> Be an advocate for student 	<ul style="list-style-type: none"> <input type="checkbox"/> Affect and arousal awareness and modulation strategies, coping strategies <input type="checkbox"/> Relaxation and stress management techniques <input type="checkbox"/> Sense of agency—teach what you can and can’t control 	<ul style="list-style-type: none"> <input type="checkbox"/> Strengths and interests: Extracurricular activities, strengths inventory <input type="checkbox"/> Teach, cue, and reinforce executive skills (inhibition, WM, flexibility, goal setting, self-monitoring, etc.) and social skills, including safety, problem solving, conflict mgmt. <input type="checkbox"/> Targeted interventions for developmental/ adaptive and/or specific academic skill deficits
Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Designate a teacher “Buddy” or mentor <input type="checkbox"/> Train teacher in building awareness of their own responses to challenging student behaviors, modulating own emotions <input type="checkbox"/> Behavioral case consultation: appropriate limit-setting, consistent response to student behaviors, rich reinforcement/praise schedule, reframing negative behaviors <input type="checkbox"/> Provide teacher with psychoeducation about trauma impact on school functioning (generally) and this student’s history (specifically) <input type="checkbox"/> Provide teacher with strategies for “tuning in” to student’s cues and anticipating triggers 	<ul style="list-style-type: none"> <input type="checkbox"/> Train teacher in how to model, observe, cue, and reinforce use of appropriate behaviors, emotional expressions, and coping strategies at point of performance <input type="checkbox"/> Help teacher establish designated routines, “code words,” places, and people within and/or outside the classroom for the student to use when in crisis 	<ul style="list-style-type: none"> <input type="checkbox"/> Interview teacher regarding child’s positive qualities <input type="checkbox"/> Encourage teacher to provide choices where possible (give student sense of agency) <input type="checkbox"/> Train teacher to model, cue, and reinforce executive skills, appropriate problem-solving, etc. <input type="checkbox"/> Identify and implement appropriate classroom modifications and/or accommodations
Classroom	<ul style="list-style-type: none"> <input type="checkbox"/> Expectations posted <input type="checkbox"/> Predictable routines (morning meeting, transitions, turning in work, etc.) <input type="checkbox"/> Cooperative classroom culture 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom management focuses on rewards rather than punishment (Positive Behavior Supports) <input type="checkbox"/> Multiple opportunities for emotional expression (artistic, physical, etc.) <input type="checkbox"/> Teach and integrate self-regulation strategies so all students can build individualized “regulation toolboxes” 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple opportunities for student to demonstrate success <input type="checkbox"/> Special roles for student (line leader, etc.) <input type="checkbox"/> Teach and practice planning, problem-solving, and organization systems (like HOPS) <input type="checkbox"/> Cooperative learning, opportunities for prosocial peer interaction
School	<ul style="list-style-type: none"> <input type="checkbox"/> Safe and positive school climate, PBIS, restorative discipline practices <input type="checkbox"/> Times and spaces for relationship building (e.g., lunch with teachers/principals, “town hall” meetings with students) <input type="checkbox"/> Strong family-school communication and collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Train and support all staff on recognizing trauma’s impact, recognizing signs and behaviors, trauma-sensitive/ consistent and effective response, etc. <input type="checkbox"/> Provide schoolwide SEL programming 	<ul style="list-style-type: none"> <input type="checkbox"/> Reward student achievements across varied domains (broad definition of success) <input type="checkbox"/> Provide range of curricular, extracurricular, and vocational programming <input type="checkbox"/> Offer instrumental mentoring and group-based programs to target specific skills