



School Mental Health and Trauma-Informed Practices Within an MTSS Framework

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Learning Objectives



Learn about ACEs and how they impact learning and teaching.

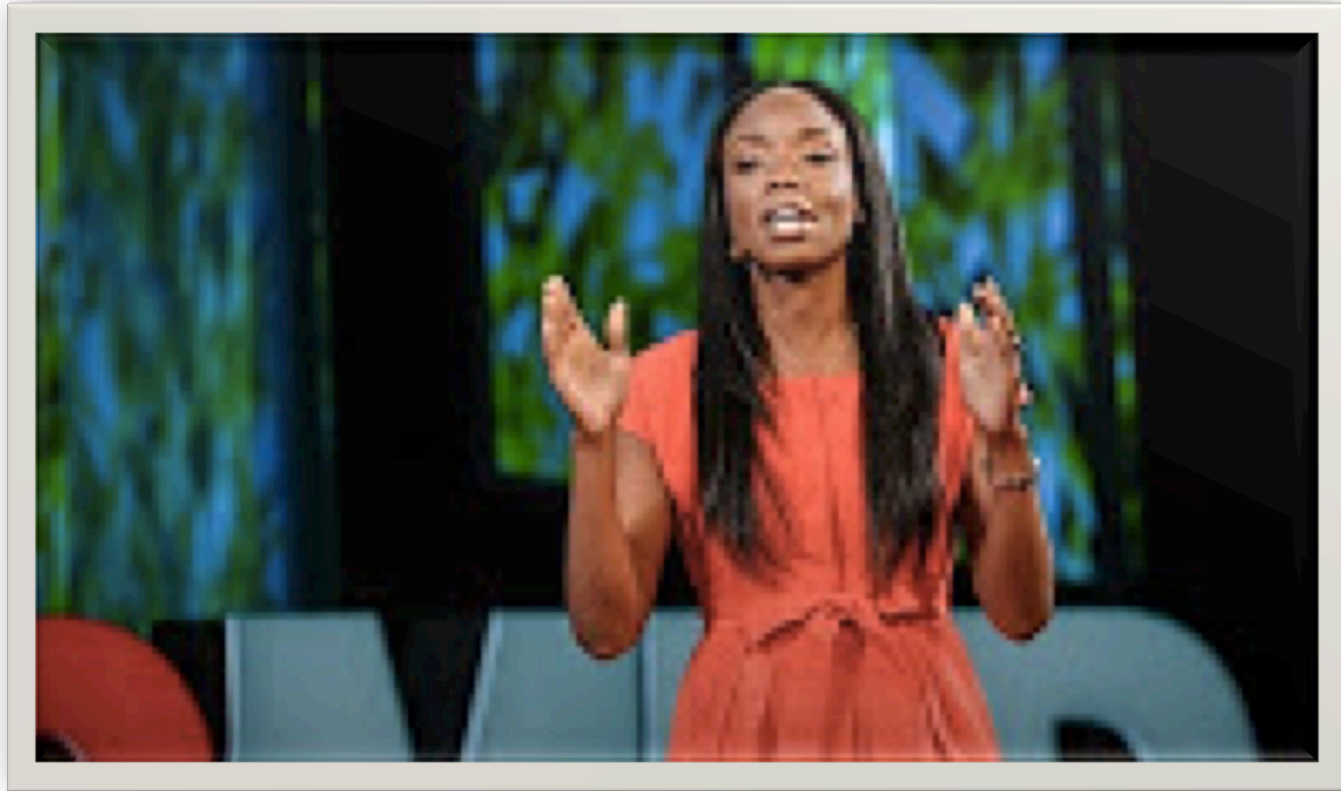
Identify how embedding SEL and PBIS within your MTSS framework lays the foundation for trauma-informed school systems.

List ways to leverage the MTSS framework to create an effective context for school and community partnerships.

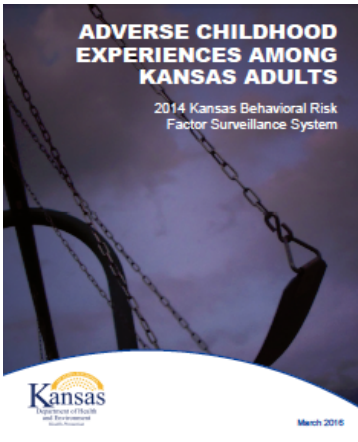
Outline challenges to moving forward and how to address them within your own efforts to further mental health and trauma-informed practices.

How ACEs Impact Learning and Teaching

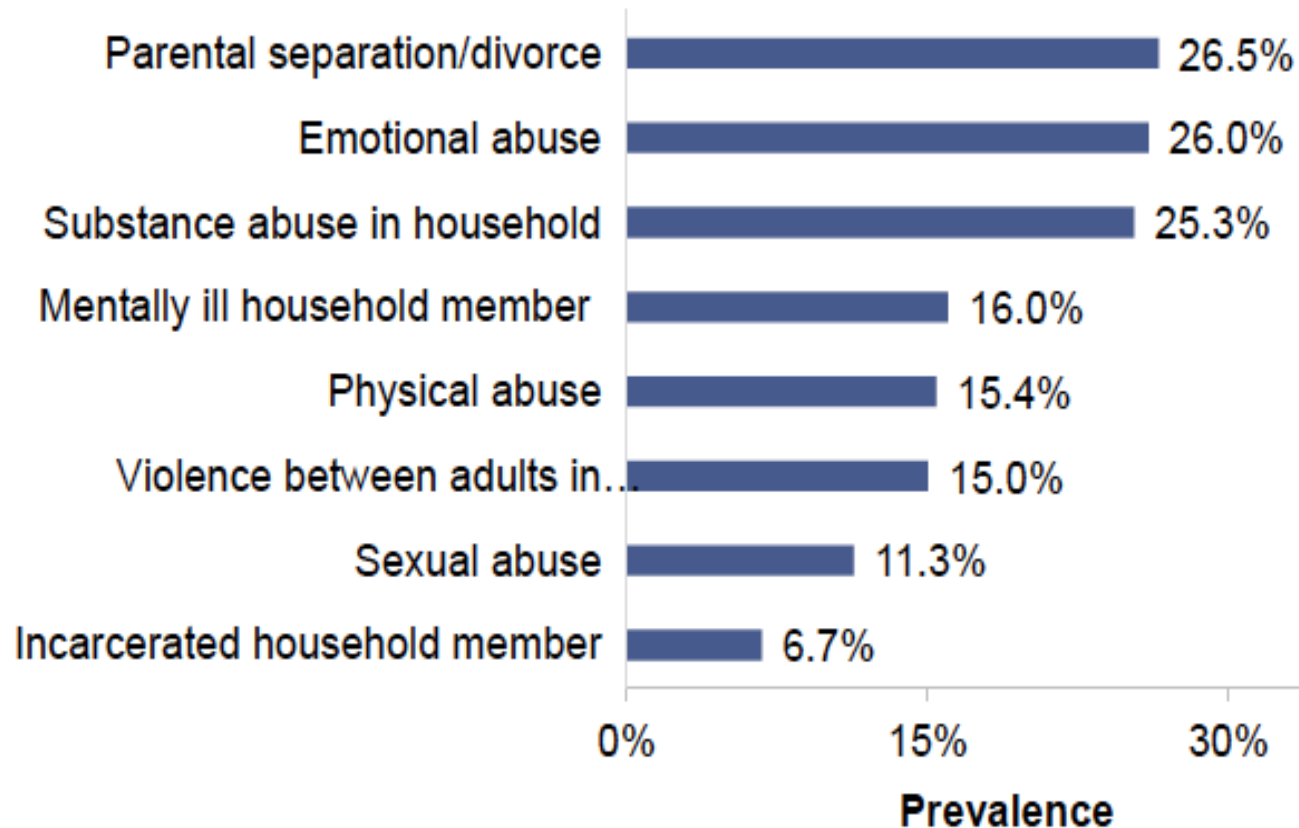
Adverse Childhood Experiences



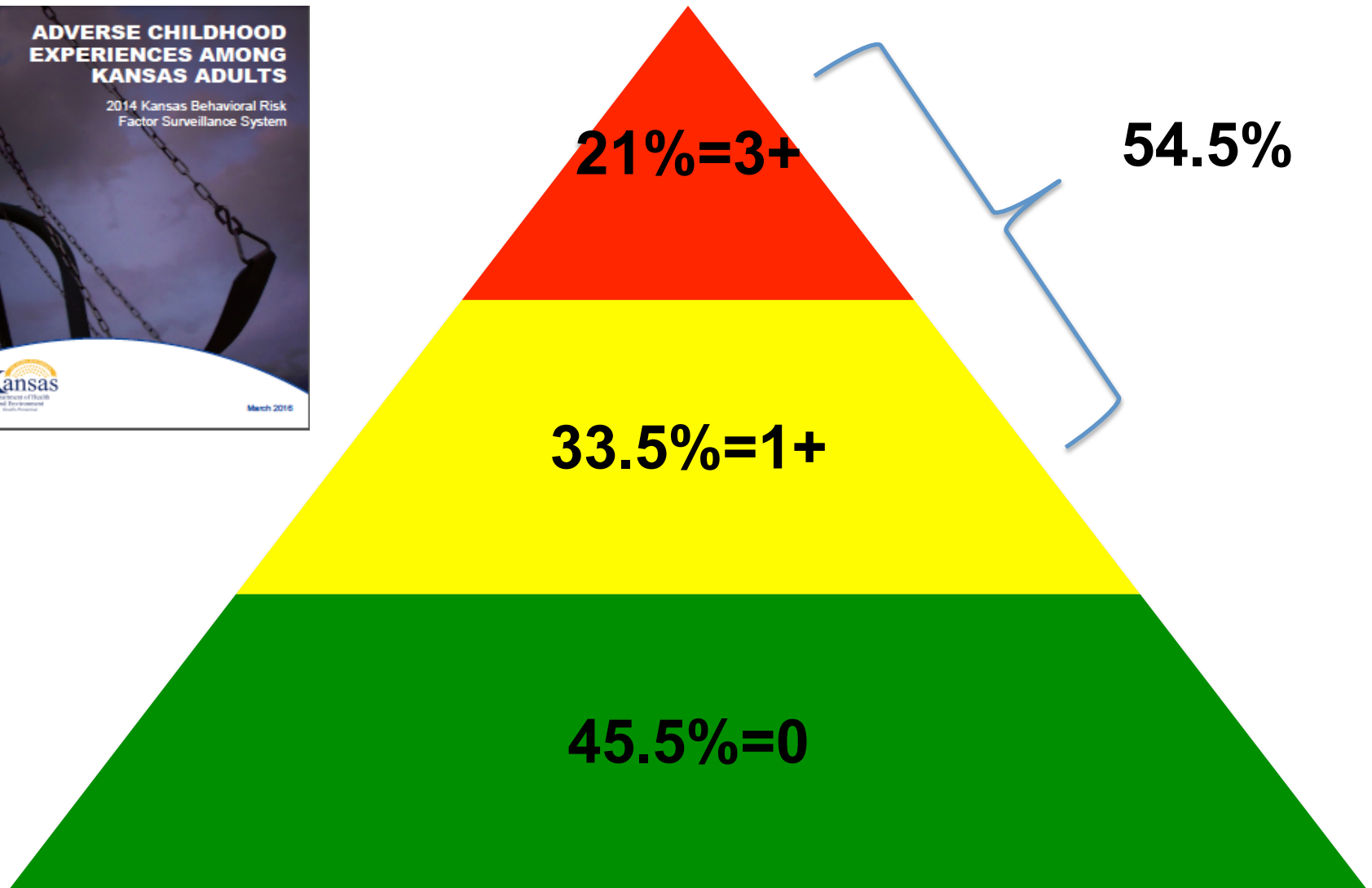
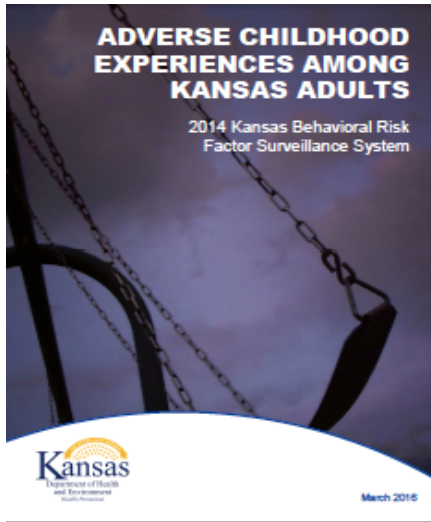
[Nadine Burke Harris: How Childhood Trauma Affects Health Across a Lifetime](#)



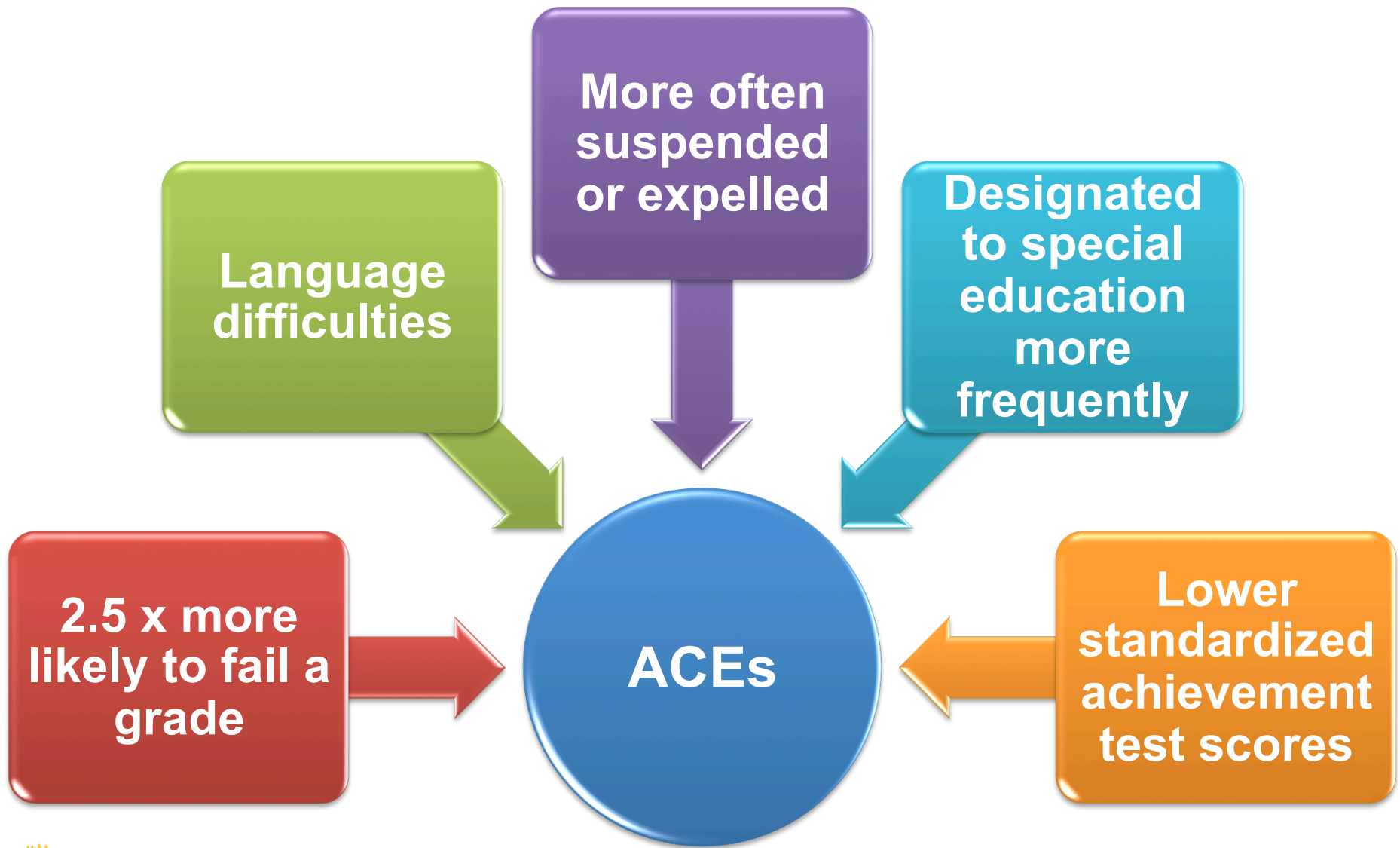
Kansas Data: Prevalence of ACEs 18+ Years



Kansas Adults (18+) with ACEs



ACEs and School Performance



Impact on Educators



Toxic Stress

**Secondary
Trauma**

**Compassion
Fatigue**

Burnout

“We are not referring to the most difficult story you have ever heard, we are talking about the thousands of stories you don’t even remember hearing.”

(Francoise Mathieu)

| Psychological | Physical | Behavioral |
|--|--|--|
| <ul style="list-style-type: none">• Easily frustrated• Irritability• Isolation• Sadness | <ul style="list-style-type: none">• Headaches• Stomach complaints• Muscle tension• Increased blood pressure | <ul style="list-style-type: none">• Restless• Jumpy• Nervous• Easily startled• Hypervigilance |



Core Domains of a Trauma-Informed School

1. Support staff development

2. Create a safe and supportive environment

3. Assess needs and provide services

4. Build skills

5. Collaborate with students, families & community partners

6. Adapt policies and procedures

Supporting Staff Development

Trauma 101

- Trauma and its impact on students and staff.
- Trauma responses and triggers (including variations by age, gender, culture).

Trauma-Sensitive Approach

- Core principles of a trauma-sensitive approach.
 - Trustworthy, transparent, empowerment, mutuality, CLD & SAFETY

Skill Building

- Social and emotional learning (e.g. **CO**-regulation)
- Positive behavioral interventions and restorative practices

Self-Care

- Techniques for enhancing self-awareness and mindful practice
- Self-care strategies

Creating a Safe and Supportive Environment

Prevent

Be Aware of potential triggers in the classroom and throughout the building.

Minimize triggers where possible (e.g./ clear transitions, respectful tone, well-monitored spaces).

Recognize early warning signs (e.g., acknowledge, listen, validate, offer choices and positive reinforcement).

Support

Shift to non-verbal support (e.g., calm tone, body language and gestures, space) when student is in escalated state.

Use grounding techniques to help deescalate (e.g., breathing, space, things to hold).

Avoid arguing, directing, punishing in the moment.

Repair

Debrief and learn

Reconnect and repair

Avoid isolation and disconnection.

Develop plans (e.g., triggers, warning signs, what helps/hurts, safe people and places.)



Assessing Needs & Providing Support

- Impact on learning, behavior, testing, results & diagnoses.
- Address trauma, promote healing & build resilience

Building Student's Skills

- Identify physical sensations associated w/ emotions.
- Learn how to modulate emotional & physiological experiences.

Collaborating with Families

- Be aware of potential trauma-related reactions from caregivers.
- Consider cultural factors that impact relationship-building.

Adapt Policies and Procedures

Restorative discipline practices

- **Avoid re-traumatizing practices: harsh or punitive approaches; isolation and disconnection from the community.**

Communication procedures

- **Confidentiality, being aware of triggers for students and caregivers, focusing on how issues are addressed and information is shared.**

Next Steps

Phase One

Educate school leaders and staff

Build multidisciplinary teams to support.

Assess readiness.

Phase Two

Examine current practice related to trauma-sensitivity.

Develop plans.

Align with other initiatives.

Revisit readiness.

Phase Three

Integrate trauma-sensitive practices.

Evaluate impact.

Respond to changing needs.

Sustain school-wide change.

Trauma-Informed School Frameworks/Models

Trauma Sensitive Schools

The Heart of Learning and Teaching

Neurosequential Model in Education (NME)

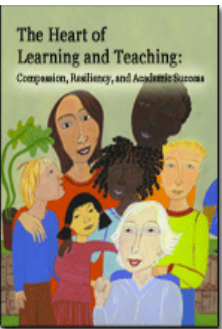
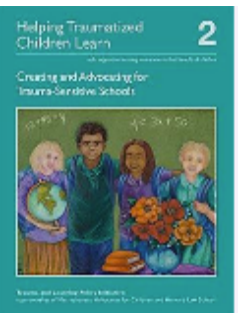
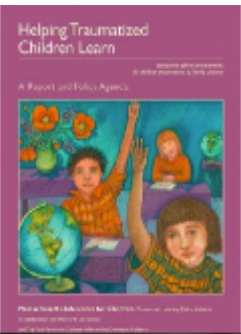
Risking Connection

Sanctuary Model

UCSF HEARTS Program

KVC Trauma-Informed School Curriculum

Smart Start



Stakeholder presentation on the NME by Steve Graner with the CTA.

- **Panel discussion with:**
 - **Rick Gaskill, Clinical Director at Sumner MH**
 - **Julie Ward, School Social Work Coordinator in Topeka**
 - **Nikki Lindsley-Coppins, School Social Worker in Wichita**

Challenges

Adult competencies in SEL, PBIS, ACEs, & MH; self-care

Understanding around competencies & roles of school & community-based mental health professionals

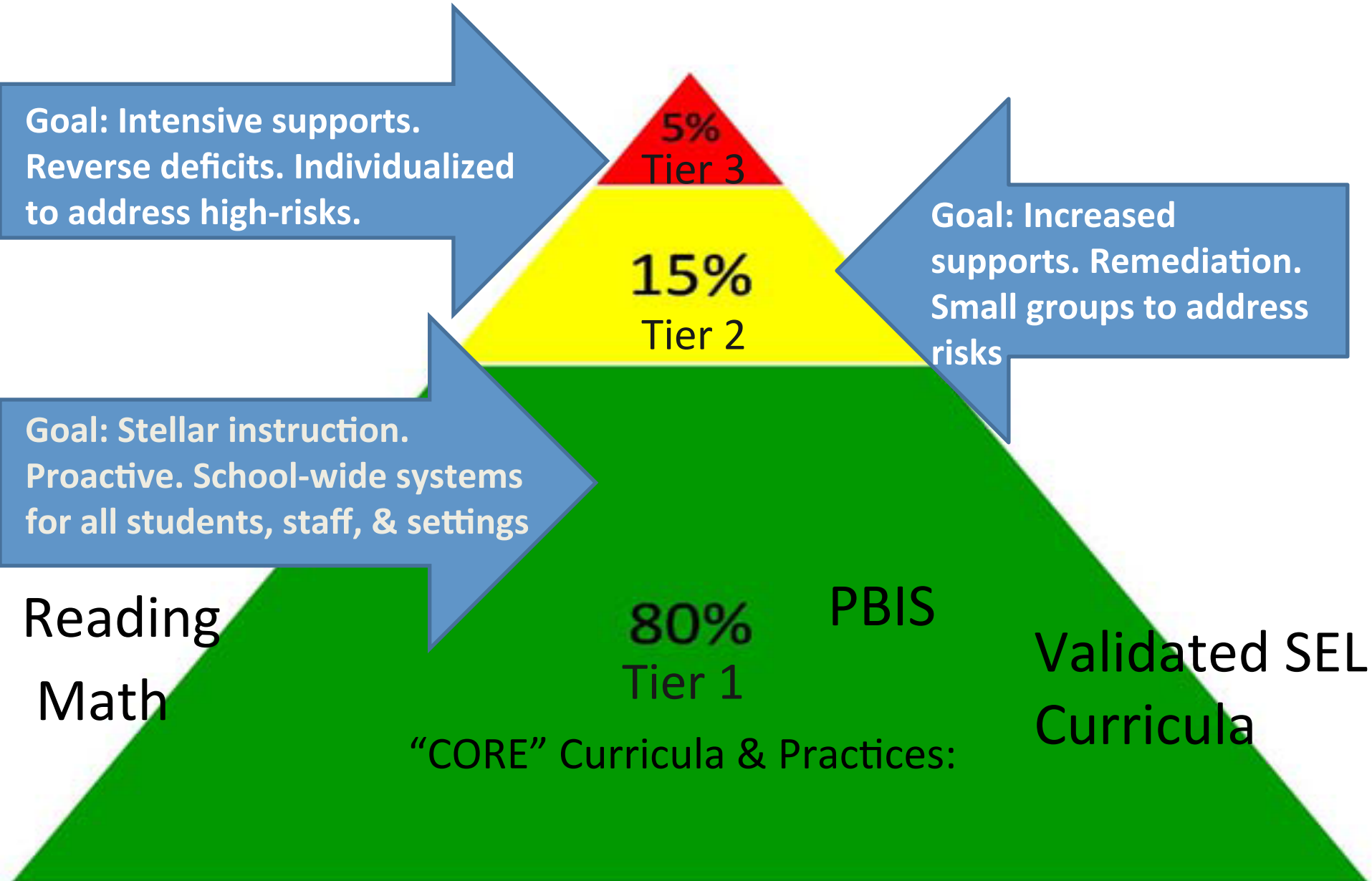
Cross-system collaboration

Systematic application/practice

Capacity & Sustainability

How Embedding SEL and PBIS within the MTSS Framework Lay the Foundation for Trauma-informed School Systems

Kansas MTSS Framework



Systemic and Organizational Supports

- Core beliefs
- Norms
- Professional Learning
- Partnerships
- Parent Engagement



Four Messages of Trauma in Kansas MTSS

1. Trauma impacts learning, social development, behavior, health and relationships.

2. Trauma-informed core approaches are required due to the high prevalence of trauma (54.5%).

3. Kansas MTSS social & behavioral implementation are aligned with trauma informed principles.

4. Partnerships are critical.

MTSS Universal Screening

Identify those at risk

Address social, emotional and behavioral development in the same way as academics

Know that mental health is for all

Additional 'screening' or diagnostics for T2, T3

The Trauma-Informed Lens and Partners

Expands the net we cast for data and resources to inform a district's core T1 approach

Informs interventions at T2 and T3

Monitor data for shared valued outcomes

Partner examples:

- **Mental Health**
- **Law enforcement, JJA**
- **Foster care**
- **Business**

The Trauma-Informed Lens in MTSS...

Avoids a common default mode of mere behavior compliance or punitive, reactive systems.

Exposes the deeper context and purpose of PBIS and SEL, which is to:

- **Create safe, predictable environments**
- **Teach skills**
- **Elevate relationships and emotional literacy**

PBIS, SEL & Trauma Focus On:

PBIS & SEL

- teach skills
- behavior, social, emotional, & academic outcomes



Trauma

- healing
- MH outcomes

Adult SEL Competencies

- Influence student-teacher relationships, learning, and classroom management
- Are impacted by stress
- Can be cultivated
- Should be supported and embedded in work
- Greater student / adult outcomes occur when teachers deliver SEL



Jones, S. M., Bouffard, S. M., & Weissboard, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, 94(8), 62-65.

Instructional Practices Supporting SEL

- **Modeling, Practicing, Feedback, Coaching**
- **Effective Feedback**
- **Responsibility and Choice**
- **Warmth and Support**
- **Classroom Discussions**
- **Self-Reflection and Self-Assessment**

Yoder, N. (2014) Teaching the whole child: Instructional practices that support social and emotional learning in three teacher evaluation frameworks. Washington, DC: American Institutes for Research Center on Great Teachers and Leaders.

Moving Forward to Embed Mental Health and Trauma-Informed Practices

2012

- **SECD Standards adopted by KSDE**

**2014 – KSDE & TASN Liaisons to the GBHSPC,
Children’s Subcommittee**

- **PRTFs, CMHCs, DCF, KDOC Juvenile, KDHE, KHSA, DCCDA, KU, WSU, KanCare, Families Together, SpEd Director, SBMH, Parent Rep, KDADS Liaison**
- **Integration of EB, trauma-informed MH knowledge & resources in schools.**
- **Facilitation of effective collaboration between schools & MH health partners.**
- **Development of trauma-informed practices within school systems.**

2015 - KSDE & TASN leadership provided support for the development of the SMHI in response to the recommendations of Children's Subcommittee

- **YMHFA**
- **Technical Assistance**
- **School Mental Health: A Resource for Kansas School Communities**
- **Research trauma-sensitive school models**

2016

- **Kansans CAN**
- **KSDE's Trauma Sensitive Children Cross Sector Workgroup**
- **KSDE's SECD Workgroup**

SEL, PBIS & Trauma

- SEL & PBIS provide strong foundations for developing trauma-sensitive schools but are not sufficient:
 - Impact on brain development/functioning
 - Impact on educators
 - Extent to which it permeates entire communities





The Impact of Trauma on Learning and Teaching: Strategies to Help Students and Prevent Burnout

Learning Objectives

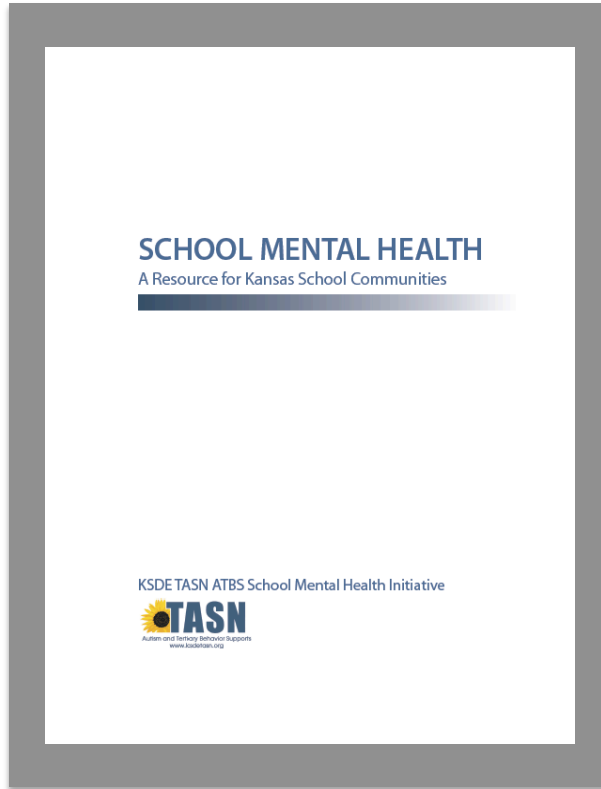
- Describe the impact of ACEs, trauma & toxic stress on child/adolescent development & student performance.
- Become familiar w/ strategies to counterbalance the impact of trauma & identify specific, brain-based strategies that can be utilized within the classroom setting.
- Describe the importance of self-care when working w/ children impacted by trauma & will develop a self-care action plan.

Training locations selected based upon the recommendations of the EPIC Workgroup: *Hiawatha, Wichita, Shawnee Mission & Dodge City.*

Addressing Mental Health in Schools

- **Studies of children's MH needs & services have led to the conclusion that in this country school is the de facto MH system for children.**
- **For children who do receive any type of MH service, over 70% receive the service from their school.**
- **20% of children & youth have a *clearly* identified need for MH service but only about one-third of these children receive any help at all."**

School Mental Health: A Resource for Kansas School Communities



<http://ksdetasn.org/smhi>



School Mental Health

- ACEs & implications for Education
- Utilizing educational frameworks to support student growth & development
- MH within the FBA process
- Family, school & community partnerships
- Planning for PRTF to school transitions

At-Risk Populations

- Information & resources regarding specific student populations.

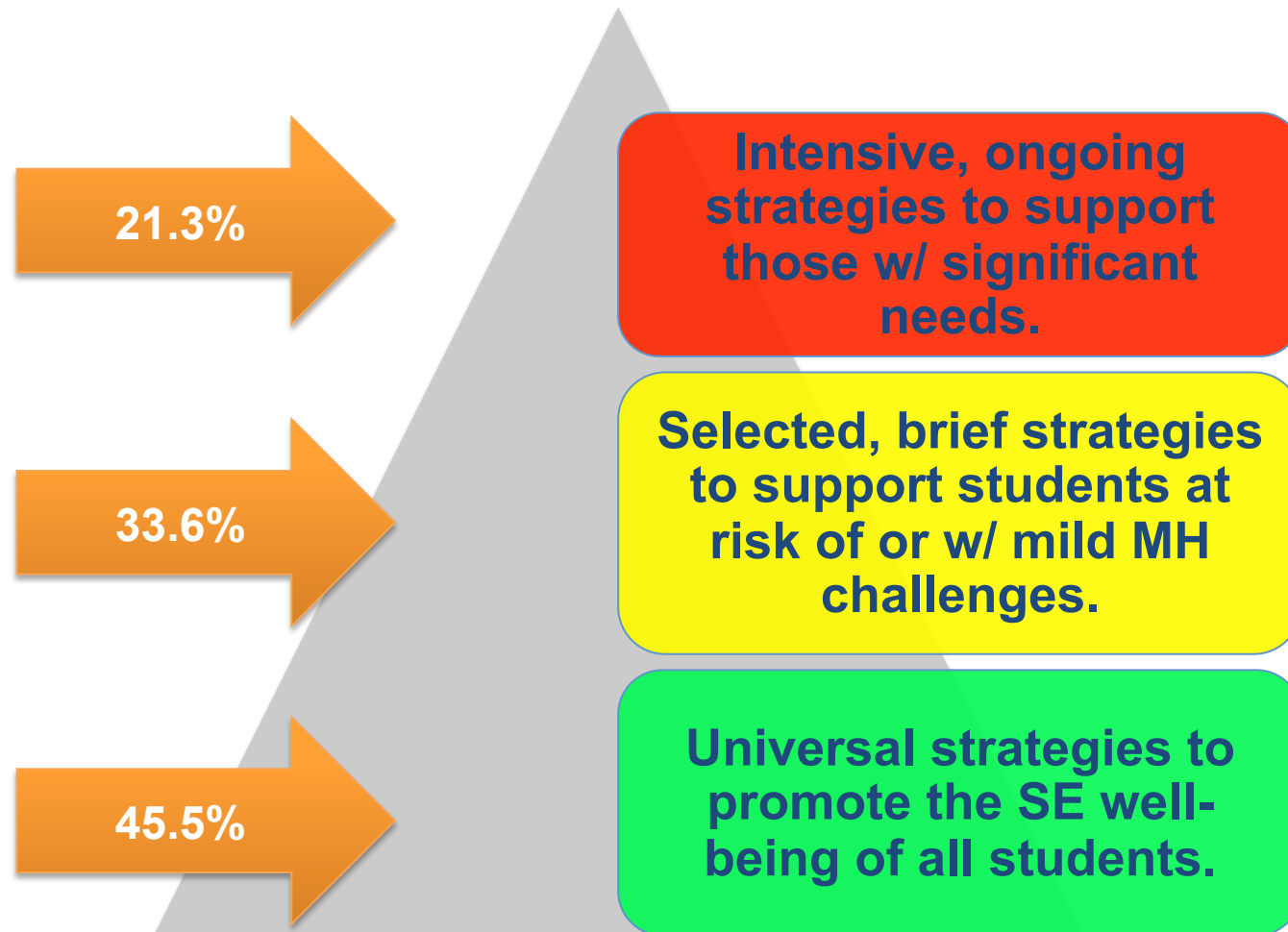
Mental Health Disorders

- Individual fact sheets on MH disorders.
- Classroom specific symptoms & interventions.

Appendices

- KU Report on SBMH
- Trauma-Informed Approaches Across KS Communities
- Additional Resources

SMH services refer to a continuum of supports that are integrated throughout the school community.



School Mental Health Professionals

“No other professionals have this unique training background.”

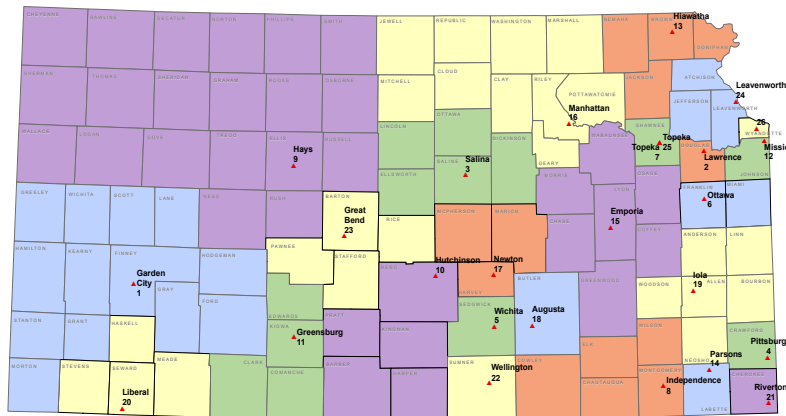
- **SMHPs are specially trained in the interconnectivity among school law, school system functioning, learning, MH, & family systems.**
- **This training ensures that MH services are properly & effectively infused into the learning environment to support instructional leaders & teachers’ abilities to provide a safe school setting & the optimum conditions for teaching & learning.**



Build on the capacity of ECMHC and SBMH professionals.

- Promote a comprehensive understanding of effective SMH and SBMH practices.
- Promote the training and hiring of highly qualified ECMHCs & SBMHPs.
- Provide targeted PD and coaching for SBMHPs and SMH teams.

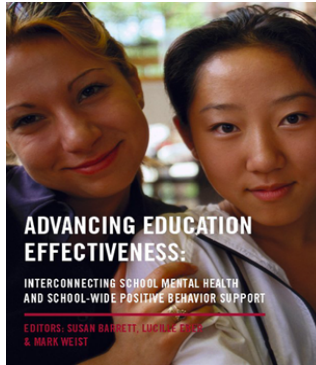
Community Mental Health Centers



Locations of Community Mental Health Centers
Key to Map

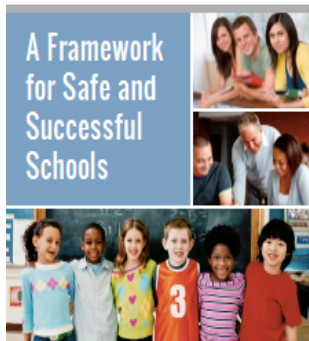
26 CMHCs

- Charged by statute w/ providing the community-based public MH services safety net.
- Provide full range of outpatient clinical services & comprehensive MH rehabilitation services, including case management, & attendant care.
- Rehabilitation services have been proven to be key factors in supporting children/youth w/ SED in their recovery.

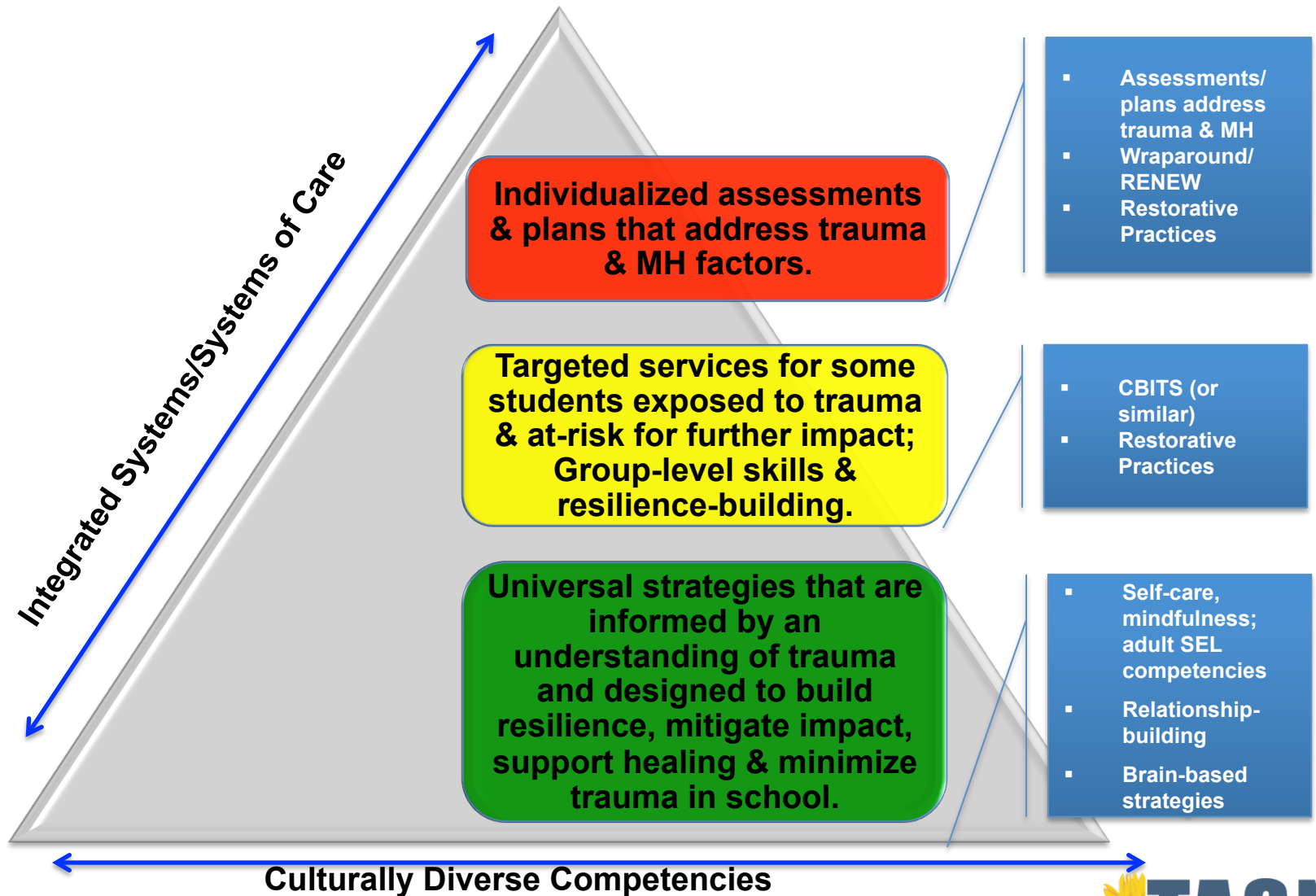


Strengthen the capacity and sustainability of ECMHC and SMH efforts by pulling in state and community-level partners.

- **Develop cross-system problem solving teams:**
 - **Use tiered prevention logic as overall organizer to develop an action plan;**
 - **Utilize school AND community data to decide which evidence based practices to implement;**
 - **Ongoing progress monitoring for fidelity & impact.**
 - **Ongoing coaching at both the systems & practices level.**



Culturally-Responsive, Trauma-Informed School Communities within MTSS



THANK YOU!



- **Kansas MTSS:**

<http://ksdetasn.org/mtss>

- **School Mental Health Initiative:**

<http://ksdetasn.org/smhi>



- **@TASNSMHI:**

<https://www.facebook.com/TASNSMHI/>