



ASCA WEBINAR SERIES



**Trauma-  
Informed Care**

Webinar Presenters: Dr. Kelly Glick & Darlene Mack M. Ed.  
Webinar Date: May 4, 2017



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## Learning outcomes:

Upon completion of this webinar, participants should be able to:











1. Discuss the prevalence and impact of trauma.
2. Brainstorm ways to develop a leadership role within your district regarding trauma-informed care.
3. Brainstorm ways to collaborate with local agencies
4. List the benefits of professional development on trauma-informed care.
5. Identify the benefits of every employee using trauma-informed care.

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## Adverse Childhood Experiences Study

- 36% zero ACE
- 26% one ACE
- 16% two ACE
- 9.5% three ACE
- 12.5% four or more ACES

The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Psychological	 Mental Illness	 Substance Abuse
 Emotional	 Sexual	 Mother's mental health	 Substance Abuse
 Suicide		 Divorce	


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## Prevalence of Trauma

- Washington State Family Policy Council
- 75% of students experience 1 ACE by 18  
(Perfect, Turley, Carlson, Yohannan, & Gilles, 2016)
- More than five million children per year (Perry, 2001)
- School employees (Blaustein, 2013)

OLDER CHILDREN - High School Sophomores and Seniors

Washington School Children: 1st Treatment of Abuse (Child Welfare Services, 2016)



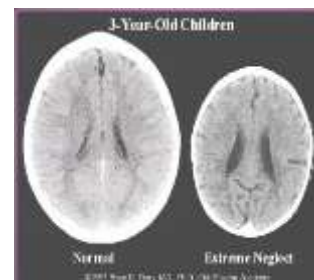
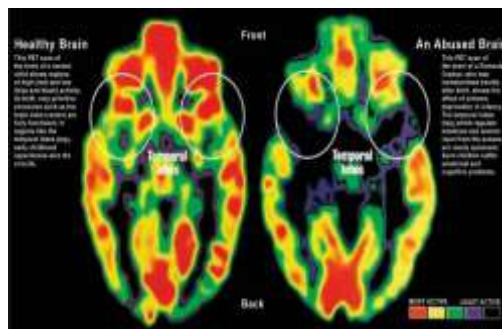
Population Average

## Impact of Trauma

- Physical
- Emotional
- Social
- Long-term health
- Structure and functioning of the brain



## Driven by Neuroscience



The brain can heal; greatest factor is relationships (Blodgett, 2016).



## Impact of Trauma on Student Learning and Behavior

### Common Behavioral Trends

- Reactivity and Impulsivity
- Aggression
- Defiance
- Withdrawal
- Perfectionism

(Massachusetts Advocates for Children)



- Fight, Flight or Freeze



## Impact of Trauma on Student Learning and Behavior



### Elementary School

- Somatic symptoms
- Behavioral changes, increased irritability, aggression and anger
- Change in school performance (impaired concentration and attention)
- Absenteeism
- Excessive talking in class or asking persistent questions about traumatic event

(Hanover Research, 2016)



## Impact of Trauma on Student Learning and Behavior



### Middle and High School

- Feelings of self-consciousness about the traumatic event
- Feelings of shame and guilt, or expressions of revenge and retribution fantasies
- Adolescents may engage in self-destruction, accident prone, or reckless behaviors
- Shift in interpersonal relationships, including family members, teachers, and classmates
- Change in school performance, attendance and overall behavior

(Hanover Research, 2016)



“Without question, our school experiences help shape who we ultimately become”

(Blaustein, 2013, p. 19)



## Benefits of a TIC Culture

- Increased test scores and academic achievement
- Increased graduation rates
- Reduced office referrals, absences, discipline
- Improved perceptions of safety
- Improved relationships with a climate of respect
- Less special education services
- Increased teacher satisfaction and retention

(Ohelberg, 2008)



## National Council for Behavioral Health TIC Domains

1. Early Screening & Comprehensive Assessment of Trauma
2. Consumer Driven Care and Services
3. Nurturing a Trauma-Informed and Responsive Workforce
4. Evidence-Based and Emerging Best Practices
5. Create Safe and Secure Environment
6. Community Outreach and Partnership Building
7. On-going Performance Improvement & Evaluation

(<https://www.thenationalcouncil.org>)



## Why TIC for the Entire District?

- TIC Universal Approach applies to all students, parents, co-workers
  - Domain 3-Trauma Sensitive and Responsive District and School Staff
  - Understand Role



## Leadership as a School Counselor

- Mindset
- Creating working partnerships with community members & agencies
- Know your strengths and weaknesses
- Collaborate with administration, certified and classified staff

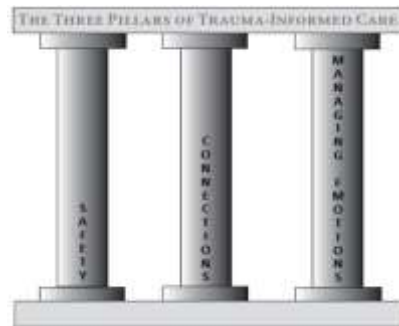




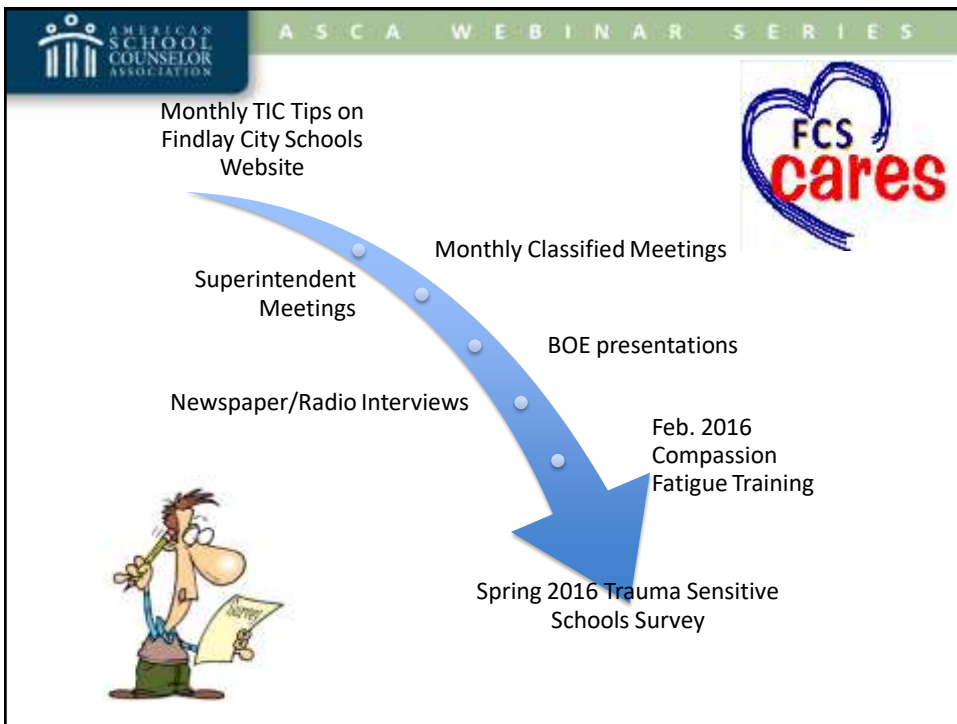
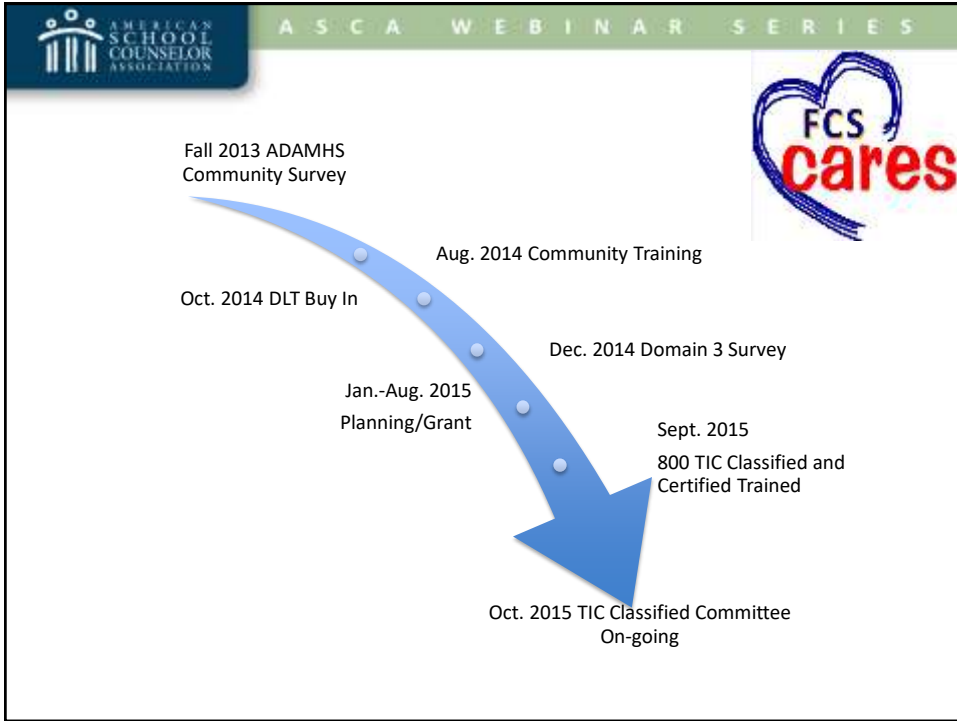
# A Journey of a Thousand Miles Begins with a Single Step

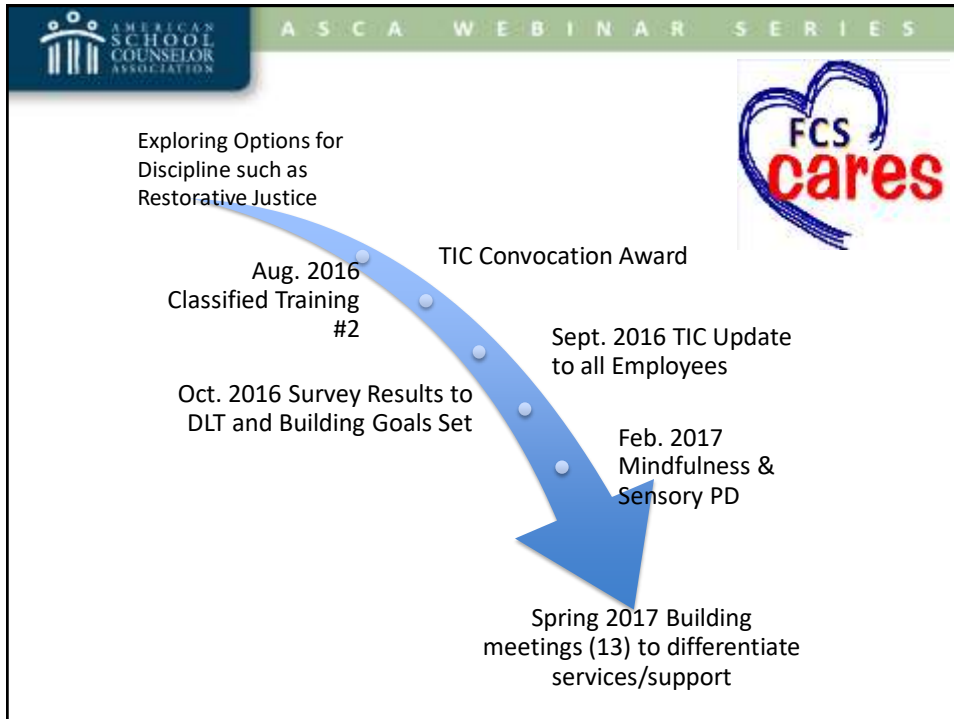


# Organizational Change - TIC Culture









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## Goal Setting

- Strategic Plan Objective
  - Implement TIC approaches and strategies and create learning environments in which all students, staff and families will feel...
    - Physically and emotionally safe
    - Valued (cared for, respected and appreciated)
    - Engaged



## TIC Lens

- IEP/504 Students-consider how trauma history is affecting student learning and behavior
- Having on-going conversations in regards to students/families
- Response to Intervention
- School WRAP
- Parent contacts
- All practices



## Transformational Learning

Change in a point of view, or belief, or the habit of mind



### Tools

- Videos
- Talk and move
- Interactive activities



## Relationships

- Listening and empathy can help students heal (Harris, 2000)
- Empathetic, perspective-taking disposition (Sockett, 2009)
- Balance kindheartedness with high expectations of achievement (Sockett, 2009)
- Quality of relationships are directly related to achievement (Fraser & Walberg, 2005) and emotional and cognitive engagement in school (Klem & Connell, 2004)
- Relationships are altered by employee behaviors (Brok & Levy, 2005)



## Traditional School Perspective



- Focus is on academics and test scores
- Students should know and follow all rules
- Students must give respect to authority
- Students should easily adjust to change
- Employee-centered decision making
- “Blames” poverty, parent, etc.



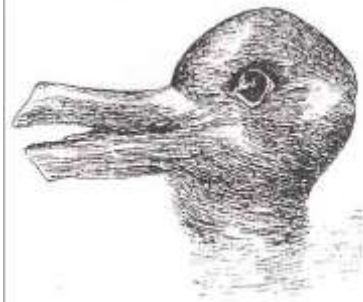
## Trauma Informed School Perspective



- Focus is on whole-student well-being
- Students need to be taught and retaught expectations
- Employees can choose to respond respectfully
- Communicate with students in advance of change
- Student-centered decision making
- All students can learn



### Time for a Paradigm Shift?



Regarding...

- Students
- Parents
- Co-workers
- Poverty
- Student behaviors
- Student capacity to learn



## Coaching and Modeling

### Eight Steps To Successful Change - John Kotter



## Resistance to Change (TIC)

- Mindset/Beliefs
- Lack of supportive working relationships
- 80/20 Rule
- Be aware of co-worker or your own triggers
- Need to feel in control
  - Fear of Failure
  - Trust



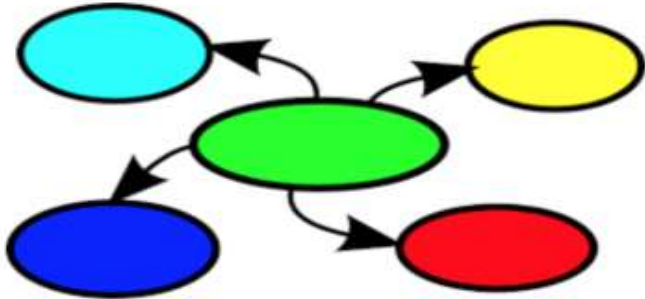
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# Empower Employees to Make a Difference!



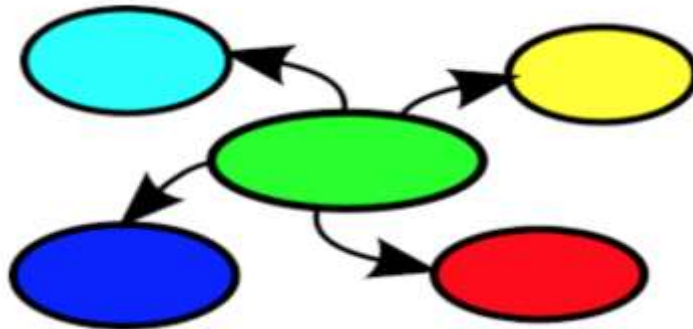
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# Brainstorm ways to provide leadership within your district or school...





## Brainstorm ways to collaborate with local agencies...



## Resources

\*\*\*Substance Abuse and Mental Health Services Administration

[www.samhsa.gov](http://www.samhsa.gov)

\*\*\*National Child Traumatic Stress Network

[www.nctsn.org](http://www.nctsn.org)

\*\*\*Trauma Center at Justice Resource Center

[www.traumacenter.org](http://www.traumacenter.org)

\*\*\*Survey Link to Trauma Sensitive Schools

[http://www.tolerance.org/sites/default/files/general/trauma%20sensitive%20school%20checklist%20\(1\).pdf](http://www.tolerance.org/sites/default/files/general/trauma%20sensitive%20school%20checklist%20(1).pdf)





## Contact Us!



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