



Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events



U.S. Department of Education
Office of Safe and Healthy Students

info@remstacenter.org | <https://rems.ed.gov/> | [@remstacenter](https://twitter.com/remstacenter)

Housekeeping

- To download a copy of pertinent handouts, use the **Handouts Pod** on your screen.
- There is no dial-in for this Webinar. **Audio is available via the link provided.** If you are experiencing difficulty hearing the audio stream, make sure your computer speaker volume is turned up.
- If you experience technical difficulties during the Webinar, please contact the REMS TA Center at **info@remstacenter.org** or 1-855-781-REMS (7367). You may also request technical assistance using the **Q&A Pod**. These questions are viewable to the Webinar moderator only.

Questions & Answers

Questions
during the
Webinar?

Please use the
Q&A Pod on your
computer screen.

Questions
after the
Webinar?

Please submit to
info@remstacenter.org.



Presenters



Marleen Wong, Senior Vice Dean & Stein/Goldberg Sachs Endowed Professor of Mental Health

Bronwyn Roberts, Project Director, REMS TA Center



Alison Curtis, Information & Product Manager, REMS TA Center

Agenda

Overview of Trauma and Retraumatization

Manifestations of Trauma in Students

Trauma-Informed Approach

Considerations for Preparedness Planning

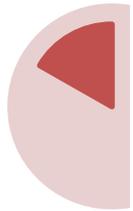
Q&A Session

Web Chat



Overview of Trauma and Retraumatization

Trauma 101



Events

Actual or extreme threat

Single or repeated occurrence



Experience

Related to one's culture, developmental stage, available resources

Powerless

Feelings of guilt, shame, silencing



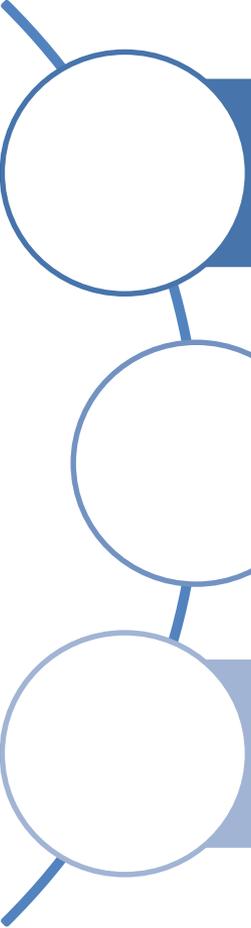
Effects

Adverse effects can occur immediately and/or in the future

Long- and short-term duration

E.g., Difficulty with coping, having healthy relationships, regulating mood and behavior

Retraumatization



Trauma heightens vulnerability to experience trauma again in the future.

Trauma has a long- and short-term impact.

It is important to consider the influence of media/social media.

Emergency-Related Causes of Trauma

Displacement
or home loss

Structural
damage or
destruction

Injury or
loss of life

Acts of
violence

Secondary Trauma

Compassion
Fatigue

Vicarious
Trauma

Agenda

Overview of Trauma and Retraumatization

Manifestations of Trauma in Students

Trauma-Informed Approach

Considerations for Preparedness Planning

Q&A Session

Web Chat



Manifestations of Trauma in Students

Effects of Trauma on Children: CHANGES

Attachment

- Social isolation/new or ongoing difficulty relating to and empathizing with others.

Biology

- Problems with movement and sensation, hypersensitivity to physical contact, insensitivity to pain, unexplained physical symptoms, and increased medical problems.

Mood Regulation

- Difficulty regulating emotions/ Difficulty knowing and describing feelings and internal states.

Effects of Trauma on Children

Dissociation

- Detachment or depersonalization, as if they are “observing”; reality is unreal.

Behavioral Control

- Poor impulse control, self-destructive behavior, and aggression.

Cognition

- Problems focusing on and completing tasks, or planning for and anticipating future events; Learning problems with language development.

Self-Concept

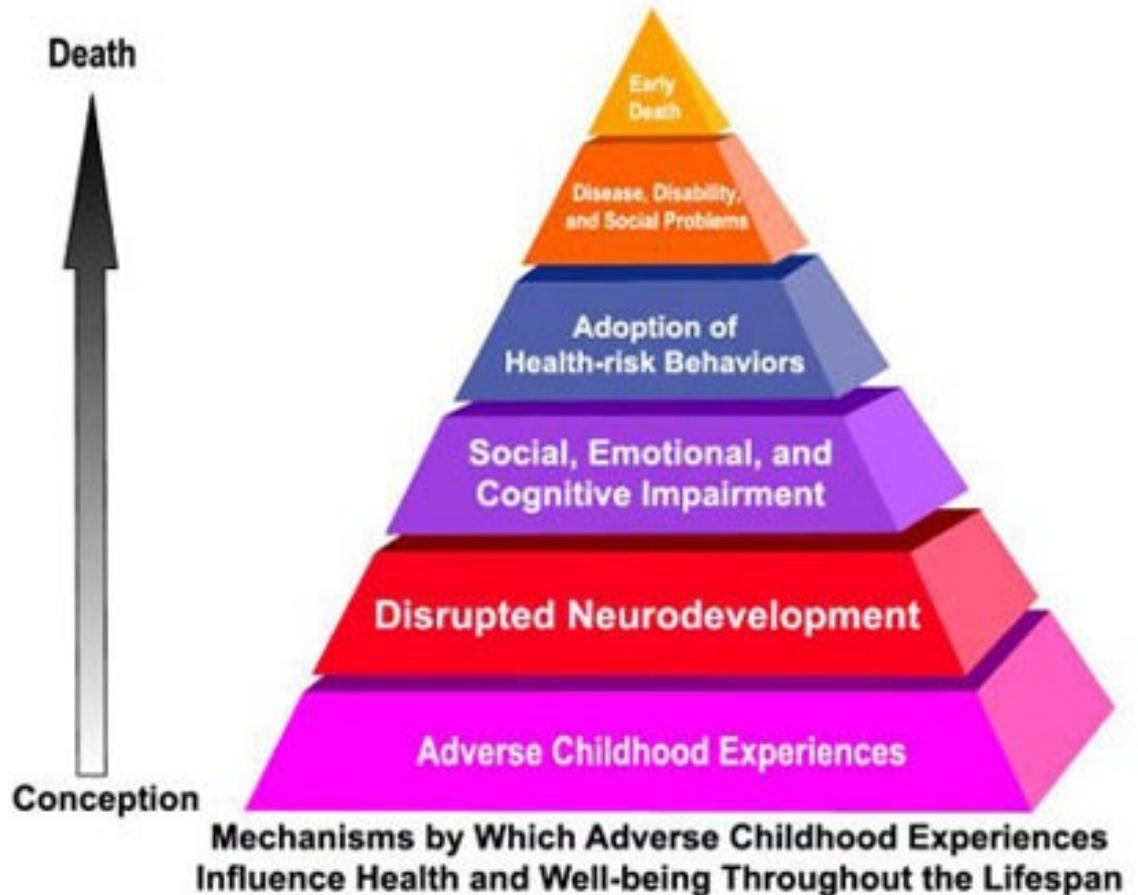
- Disturbed self image, low self-esteem, shame, and guilt.

Impact of Trauma Over the Life Span

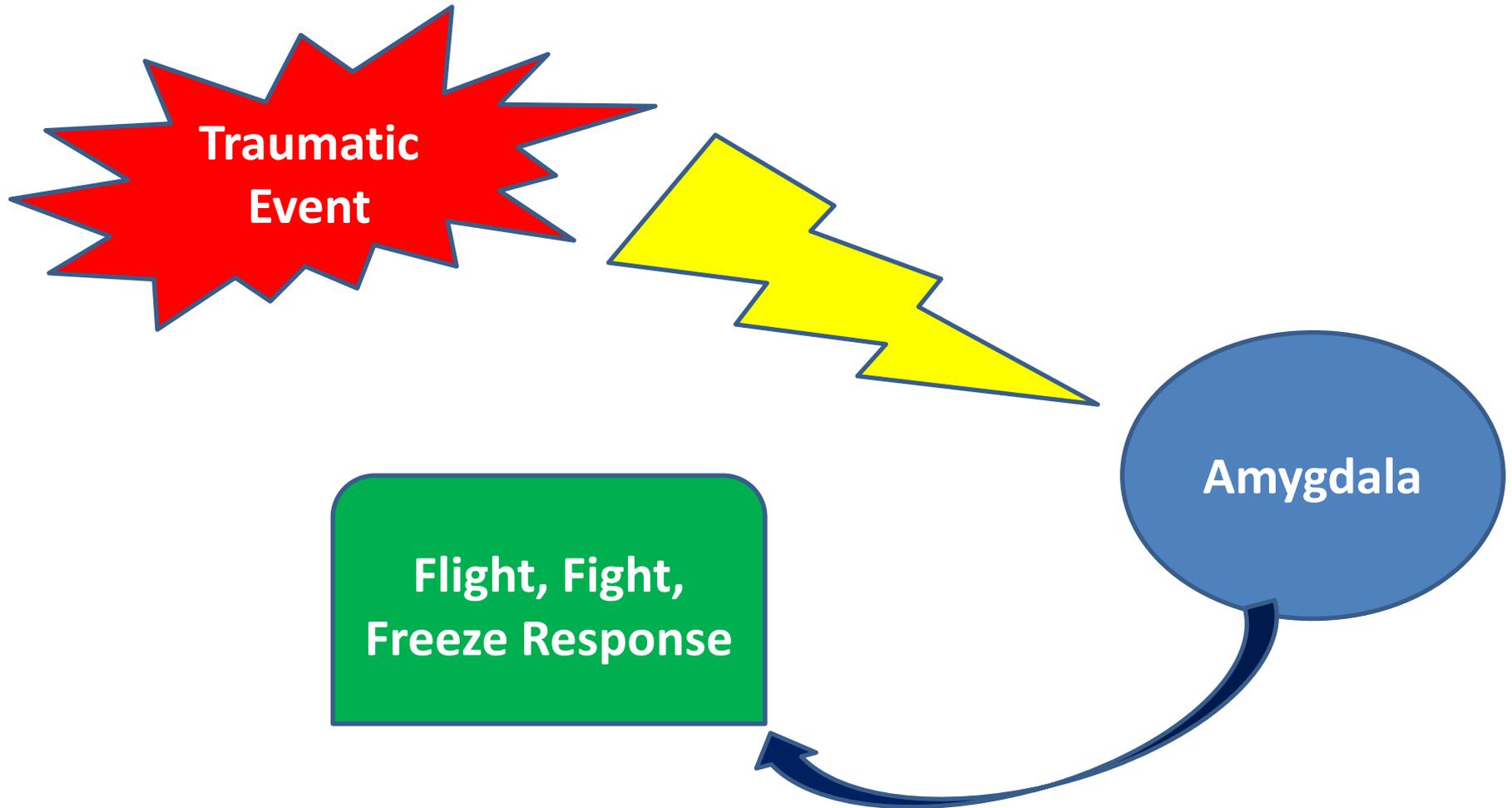
Effects of childhood adverse experiences:

- neurological
- biological
- psychological
- social

(Felitti et al., 1998)



Body's Trauma Response: Flight, Fight, Freeze



Reactions to Trauma

Emotional Reactions

- Increased worries or fears about security or safety of self or others; Worries or fears about separation, reoccurrence of event, or ongoing situation

Behavioral Reactions

- Changes in school attendance or performance, sleep, appetite, mood, or activities; Decreased concentration or attention

Cognitive Reactions

- Repeated questions or discussion/story-telling about event; Misattributions and misperceptions about event

Physiological Reactions

- Increased sensitivity to sound or startle response; Increased somatic complaints (headaches, stomachaches, fatigue, and vague aches and pains)

Adults' Issues That Affect Students

- Adults may not recognize distress in students or others.
- Adults may be preoccupied with the survival issues of their families and unable to fulfill expected roles and responsibilities.
- Adults may not recognize or validate student's reactions to trauma.
- Communication between adults may be poor in times of crisis.
- Adults may feel isolated while silently suffering.

Schools – Identifying At Risk Students

Increased Student Absence

Aggressive and/or High Risk Behaviors Leading to
Expulsion and Suspension

Hostile, Angry, Acting Out Students

Depressed Withdrawn Students

Increased Numbers of Students Who Bully and
Those Being Bullied

Agenda

Overview of Trauma and Retraumatization

Manifestations of Trauma in Students

Trauma-Informed Approach

Considerations for Preparedness Planning

Q&A Session

Web Chat



Trauma-Informed Approach

Trauma-Informed Care

Lead a trauma-informed school



Develop trauma-informed policies, procedures, and practices



Train staff on an ongoing basis, so that they can:

Realize trauma
and its impact

Recognize signs
and symptoms
of trauma

Respond by
integrating trauma
knowledge

Resist
retraumatization
of individuals

Guidance for a Trauma-Informed Approach



SAMHSA's
Concept of Trauma
and Guidance for a
Trauma-Informed Approach

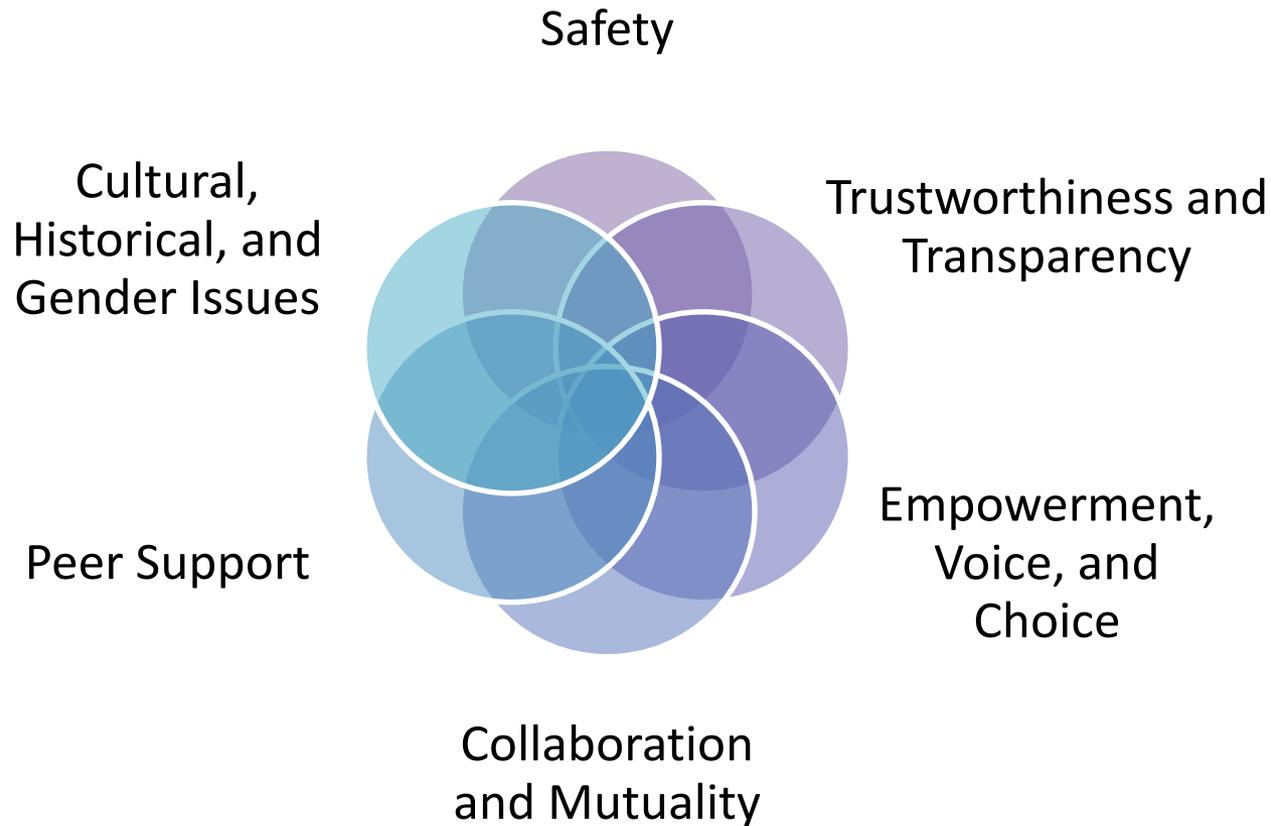
Prepared by
SAMHSA's Trauma and Justice Strategic Initiative
May 2014

Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

TRAUMA: The Three E's

- **an event**, series of events, or set of circumstances;
- **experienced** by an individual as physically or emotionally harmful or life threatening; and
- **lasting adverse effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

Key Principles



Trauma-Informed Approach (Four R's)

Realizes

- Realizes widespread impact of trauma and understands potential paths for recovery

Recognizes

- Recognizes signs and symptoms of trauma in clients, families, staff, and others involved with the system

Responds

- Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Resists

- Seeks to actively resist retraumatization

What Can Staff Do To Provide Age-Related Response?

Very Young Children (Birth-5)

Ages birth-1: regulate the sleep/wake cycle and feeding

Ages birth-1: Caregivers regulate their own emotional reactions

Ages birth-6: Engage in play therapy, art therapy

Ages birth-6: Identify emotions and responses, relaxation, and mindfulness

School-age Children (6-12):

Affirm/validate feelings as “normal” for “abnormal situation”

Provide psychoeducation about feelings/emotions in traumatic situations and coping

Provide opportunities to talk about it

Adolescents (13 and above)

Create safe supportive space for people to talk about their experience

Educate about behavioral as a coping strategy

Help identify alternative ways to cope that may be less harmful

Psychological First Aid for Schools (PFA-S)

- Evidence-informed intervention model
- Reduces stress symptoms
- Assists in recovery
- Creates compassionate environment



Psychological First Aid for Schools
PFA® Field Operations Guide

National Child Traumatic Stress Network
National Center for PTSD

NCTSN

The National Child
Traumatic Stress Network



This work was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA),
U.S. Department of Health and Human Services (HHS).

Psychological First Aid: Listen Protect Connect/Model and Teach

Listen

Connect

Protect

Model
& Teach

Agenda

Overview of Trauma and Retraumatization

Manifestations of Trauma in Students

Trauma-Informed Approach

Considerations for Preparedness Planning

Q&A Session

Web Chat

Build Resiliency

The ability to bounce back quickly and effectively from difficult circumstances

Resilience Strategies for Educators: Techniques for Self-Care and Peer Support

A Train-the-Trainer Curriculum



Develop a Recovery Annex

Social, Emotional, and Behavioral Recovery

- Provide PFA-S
- Conduct ongoing assessments/monitoring
- Ensure staff and teachers have access to employee assistance programs
- Make individual and group crisis counseling available
- Refer students, teachers, and staff to long-term interventions, if needed
- Provide trauma and grief-focused, school-based mental health programs
- Provide care for caregivers to help prevent or reduce compassion fatigue

School Planning Teams

School Staff

- Counselors
- School Psychologists
- School Social Workers
- Special Educators
- School Nurse

Community Partners

- Local Mental/Behavioral Health Practitioners
- Local Medical Professionals
- Local Child Development Professionals
- Representatives from nonprofit and youth-serving organizations

Assessments

Culture and Climate Assessment

- Monitor data related to creating a trauma-informed school

Capacity Assessment

- Identify staff with skills in providing trauma-informed care

Behavioral Threat Assessment

- Understand behavior stemming from trauma

Site Assessment

- Examine universal design and territoriality reinforcement of facility

Goals and Objectives

Align with the six principles of a trauma-informed approach:

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical, and Gender Issues

Example Goal:

Ensure physical safety.

Example Objective:

Create common areas that are welcoming, well-lit, and accessible.

Courses of Action & Plan Development

Develop Courses of Action

- For everyday practice; AND
- For emergencies.

Write, Revise, and Approve the Plan

- Use trauma-informed language:
 - Strengths-based, person-first
- Continue collaborative efforts to maintain helping relationships

Implementation & Maintenance

Exercise the Plan

Train Stakeholders

Opportunities
to Learn

Emerging
Research

Trauma-Based
Interventions

Integrate
Mental Health

Short and
Long Term

Resource List

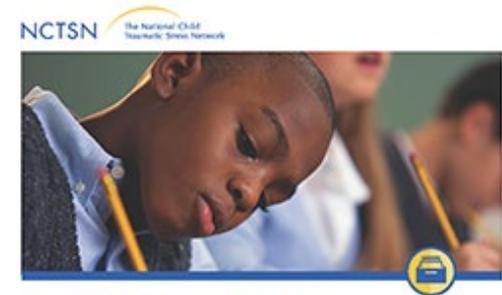


Trauma-Sensitive Schools TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD



THE VICARIOUS TRAUMA TOOLKIT



Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework

BACKGROUND AND OVERVIEW

The primary mission for schools is to support students in educational achievement. To reach this goal, we know that children must feel safe, supported, and ready to learn. As schools strive to accomplish this for all students—regardless of strengths, needs, and experiences—schools must recognize the influence of the students' personal experiences on their learning and achievement. Children

are exposed to violence and trauma at an alarming rate in the United States. By age seven, two-thirds of children in the United States have experienced a potentially traumatic event such as physical or sexual abuse, natural disaster or terrorism, suicide or violent loss of a loved one, refugee and war experiences, an auto accident or the drowning of a loved one, or military family-related stress. Many children, with support, are able to heal and overcome such traumatic experiences. However, a recent report examining the impact of adverse childhood experiences (ACEs) on academic outcomes found that communities with higher ACE scores had higher rates of suspension and unexcused absences and lower rates of graduation from high school and progression to postsecondary school than communities with relatively low prevalence of ACEs. Not only are individual children affected by traumatic experiences, but other students, the adults on campus, and their communities can be impacted by interacting or working with a child who has experienced trauma. Thus, as schools expand their critical focus on education and achievement, they must also acknowledge that mental health and wellness are a integral part of students' success in the classroom and in a thriving school environment. This framework illustrates why becoming "trauma-informed" should be an essential component of the overall mission of our education system.

This framework will help schools and sites who partner with schools have a better sense of the areas to address when working toward a more trauma-informed school.



Agenda

Overview of Trauma, Retraumatization, and Causes

Manifestations of Trauma in Students

Trauma-Informed Approach

Considerations for Preparedness Planning

Q&A Session

Web Chat

Questions & Answers

During the Webinar

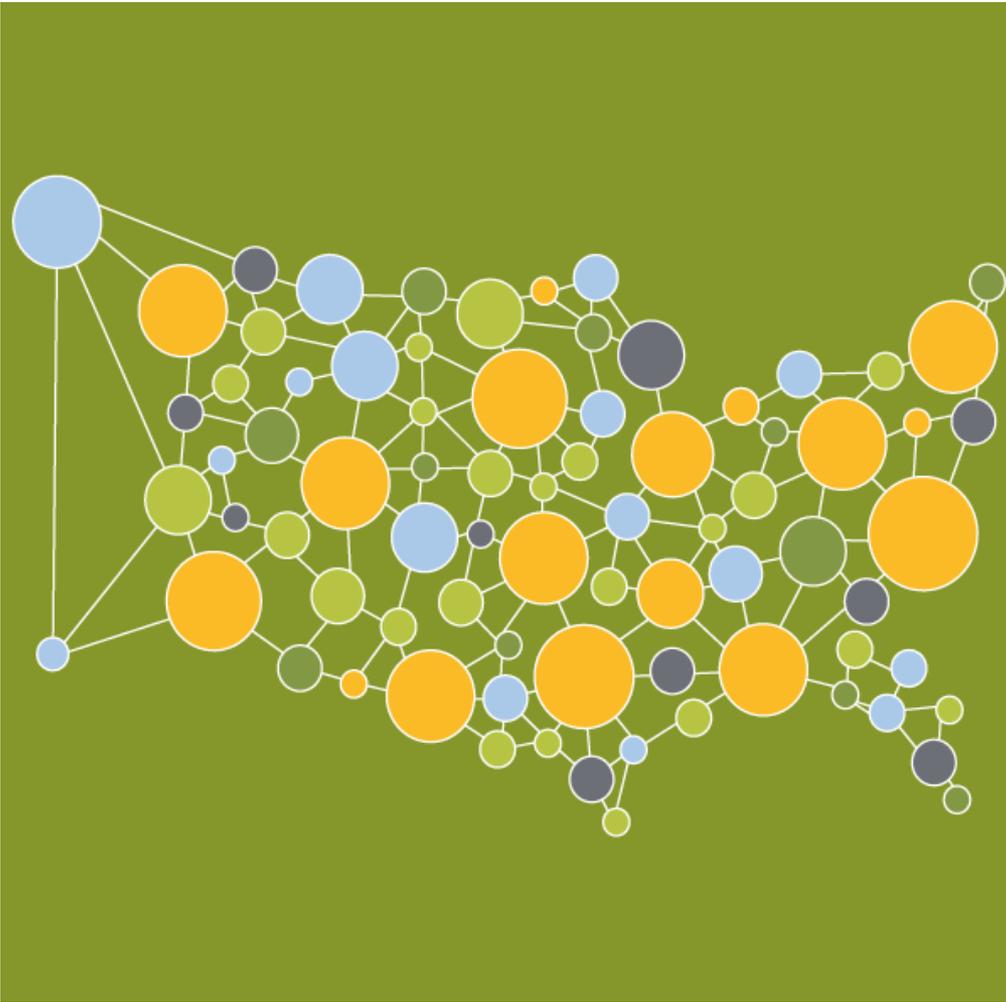
Please use the Q&A Pod on your computer screen to submit questions.



After the Webinar

Please join us on the Community of Practice for a 30-minute Web chat during which we will answer additional questions.

Join us for a Web Chat on the Community of Practice NOW!



Join us NOW on the **Community of Practice** to continue the discussion!

Log on at
<https://rems.ed.gov/COP/default.aspx>.

Select **K-12 Public Forums**

Select **TRAUMA**

Select **#TraumaInformedSchools
Web Chat**



READINESS AND EMERGENCY
MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

1-855-781-REMS [7367]
<https://rems.ed.gov>
info@remstacenter.org



Follow [@remstacenter](https://twitter.com/remstacenter)
on Twitter!



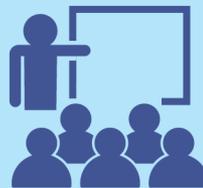
Enhance Emergency Operations Plans



Access Relevant Federal Guidance



**Use EOP-Enhancing
Interactive Tools**



**Request an On-Site Training
in Key EOP-Related Topics**



**Learn Anytime via Virtual Trainings
on all Topics in Emergency Management**



PREVENT



PROTECT



MITIGATE



RESPOND



RECOVER