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# Trauma Informed Wrap Around Interventions for At Risk Students



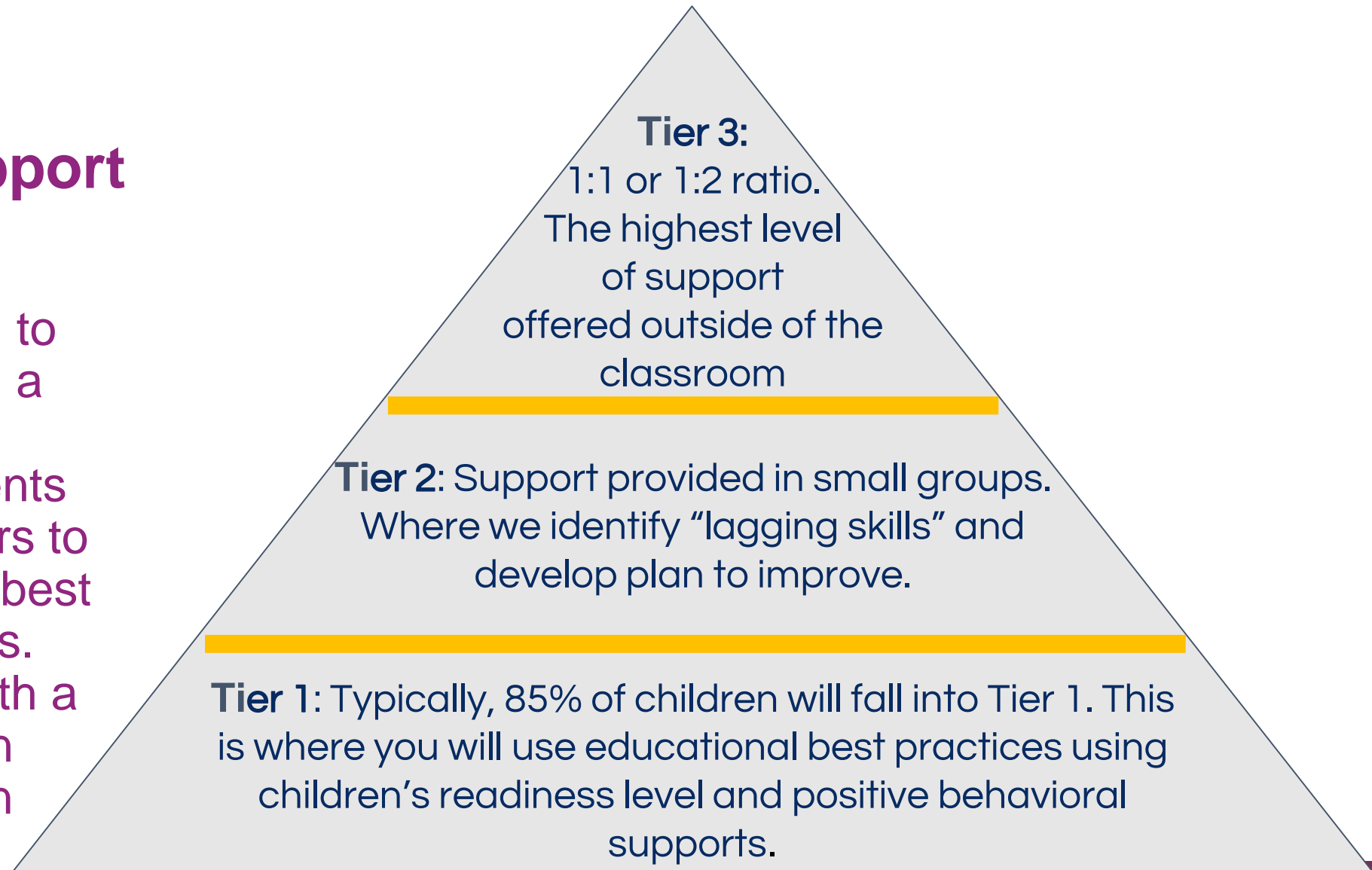
# Supporting At Risk Students

- We know about trauma and its effects on the developing brains of students and we know the basic guidelines for implementing trauma informed practices in our schools and classrooms. Now what?
- What can we do to support the students we feel like we have exhausted all of our resources for?
- What can we do for our students for whom nothing seems to be working?
- How can we collaborate with other districts and our communities to increase resources for these students?



# Multi-Tiered Support Systems

- Public Health model to reach all students in a school setting.
- Uses risk assessments and protective factors to design programs to best meet students needs.
- Provides schools with a flexible framework in which students learn self-regulation.



# Tier 3

- Most intensive interventions with students that require support outside of the classroom
- This tier should involve a counselor referral form and collaboration
- These students experience behaviors in the brain stem and intense fight, flight, or freeze responses.
  - Be mindful of personal space
- **Teacher's role in this tier should be collaborative with identified specialists.**



# Reducing Tier 3 Prevalence

## MICRO LEVEL

Direct Services and Supports to  
Students

## MACRO LEVEL

School, District and Community  
Wide Supports





# MICRO LEVEL

# Neuroplasticity

- Creating new neural pathways to stress response by utilizing new interventions in the classroom
- Teach students that change takes time
  - Students CAN restructure their brains
  - Giving them hope that stress response can change through repetition of new strategies
    - THE BACKWARDS BIKE Example:
      - <https://www.youtube.com/watch?v=MFzDaBzBIL0>
  - Parallel process
    - Model what you want your students to be doing
      - Calming Corner example





# Neurofeedback Activities in the Classroom

- Assesses trauma sensitivity, or how reactive a student is to a threat
  - Then tunes the brain to less sensitivity
  - Balances the autonomic nervous system and creates trauma informed mindfulness
- Examples
    - ABC/123 (reintegrates brain function in shut down areas)
    - Rock, Scissors, Paper, MATH!
    - Story Starters (Ping Pong)
    - Visualizing colors with focused breathing
    - Rise and Fall, deep breathing for littles



# Neurofeedback Activities in the Classroom (individual)

Interventions should include:

- Short, repetitive, predicted, patterned responses
  - Rhythmic moving
  - Drumming
  - Joint attention
  - Sensory integration
  - Calm Music
  - Brain breaks that focus on different regions of the brain (see resources)

“Sensory Diet”

- Working with specialist on strategies in the classroom environment that can feed brain development.
  - Age appropriate activities such as clapping, jumping, or rhythmic moving that does not interrupt peer environment.



# Support for the Whole Classroom

1. Provide students with opportunities to practice positive interactions with peers.
2. Teach students how to use a “personal balance sheet”.
  - a. Dennis Trittin website
  - b. Pulse Journal
3. Keep a “Three Good Things” notebook.
4. Integrate discussions of students’ strengths.



# Support for the Whole Classroom

5. Engage in meaningful dialogues with students.
  - a. Have students research prompts of quotes from literature or their perceived hope.
6. End each day asking what went well.
7. ABC/123 activity (hippocampus and prefrontal cortex)
8. Help students imagine a different future.
  - a. **Intrinsic motivation most often comes from an external support and not external material motivators**



# Support for The Whole Classroom

- Mental Health Support tubs
  - fidgets
  - stress balls
  - coping cards
  - water wow
  - silly putty
  - stress cards
  - Moods and Choices flip books
  - Differentiated by grade level
- Can be paid for using title money
- 460 rolled out to all AWARE districts (YMHFA)



# Preventing Reenactments

Students who have experienced trauma and attachment failures in life are primed to mistrust adults.

- Extreme reactions to reasonable requests

A mild criticism, compliment or perceived lack of attention may cause a triggered response.

- Students may not even know why they responded in the way that they did.

Zero Tolerance policies have proven not to work.

Your response in these triggers is critical!

- Do not acknowledge the negative behavior
- Allow de escalation
- Let student know that you care and ask how you can move through together

# SPARCS

- Structured Psychotherapy for Adolescents Responding to Chronic Stress
- 16 session small group treatment guide
- Strengths Based Approach
- Training from Adelphi University can be paid for with certain title funds
- 12 per training minimum
- Will be implemented in AWARE districts
  - partnership with local agency counselors
    - sustainability and time restraints for school staff
- See link in resources



# Ohio Youth Scales Problem Severity and Functioning Outcomes

- After completing SPARCS groups:
  - 69% of students reported an overall reduced problem severity score at post test.
  - 44% of students reported clinically significant reduction of the problem severity score on the Ohio Youth Scale
  - 44% of students reported an overall increased functioning score on the Ohio Youth Scale at post test.





# Child PTSD Symptoms Scale Results

- Of the 33 pre-and post-CPSS available, 72% of students reported reduced post traumatic stress symptoms.
- Of the 33 pre-and post-CPSS available, 21% of students traumatic stress scores were in the non clinical range at post test.





# MACRO LEVEL

# Overview

Macro Level changes help to reduce the stigma surrounding mental health in schools and communities as well as support an infrastructure focused on improving the mental health wellbeing of all students.



# EBP and Intervention Best Practice

- Create an EBP/intervention committee with diverse representation
- Review your student body (needs assessment (OPNA))
- Review your school's mental health needs and strengths (SHAPE)
- Review costs associated with implementation
- Evaluate training requirements
- Pilot test the practice/intervention
- Adapt



# EBP / Intervention Registries

- IES What Works Clearinghouse
- <https://ies.ed.gov/ncee/wwc/>
- Blueprints for Healthy Youth Developments
- <https://www.blueprintsprograms.org>
- Model Programs Guide
- <https://www.ojjdp.gov/mpg>
- Evidence Based Module Series for Schoolwide Mental Health Plans
- <https://healthysafechildren.org/learning-module-series/mental-health-module-series>



# AWARE Mental Health Intervention Teams

- Similar to a Student Success Meeting but more individualized
  - Reserved for students who need Tier 3 intervention
  - Utilizes Project Echo collaboration
  - High level collaboration from all entities
  - You can have these too!
- Should consist of
    - Teachers invested in mental health
    - School Counselors
    - Community mental health professionals
    - Administration
    - School psychologists
    - Pediatrician (Echo)
    - Child psychologists (Echo)



# Trauma Informed In School Discipline

- It is understood that certain actions warrant necessary consequences within schools.
- Standard discipline practices do not provide our students with the opportunities and skills to make better choices in the future.
- Consider a trauma informed approach to in school discipline and renaming ISS.
- Having a school counselor do an activity (can be as short as 15 min) with a student in ISP that teaches social emotional learning competencies can reduce the likelihood of re-offense.
- Overcoming Obstacles
  - <https://www.overcomingobstacles.org>



# MHTTC

- Mental Health Technology Transfer Center
- School Health and Safety Assessment and Performance Eval (SHAPE)
  - Best practice assessment of school based mental health services
  - How are districts best serving students and where do gaps exist?
  - How can districts improve what they are doing to support the mental health of their students? Targeted Resources Provided
  - Start here: <https://theshapesystem.com/>, new platform coming in August





# MHTTC

- State School Mental Health Profile
  - SHAPE at the state level!
  - Oklahoma will participate in the SSMHP which will assess:
    - state policy, technical assistance and training, financing, staffing, infrastructure, SEL, telepsychiatry and social determinants of health
  - Through this assessment we will be able to identify what we can do to improve what we are doing across the state to support the mental health of students.
  - Comprehensive State Mental Health Plan (AWARE)



# Insurance Campaigns

- One of the biggest barriers to students receiving needed mental health supports is their family's ability to pay.
- Several OK families are unaware they would qualify for Soonercare.
- AWARE is planning an insurance campaign (Fall 2019) during enrollment in each AWARE district to identify these families and link them with the resources they need.
  - This can be simple and have a HUGE impact on the families and students in your districts.
  - Information regarding the implementation steps for the first AWARE insurance campaign will be posted to the SDE AWARE website.



# Policy

- Develop an infrastructure for sustainable change!
- District policy changes regarding mental health don't have to be difficult.
- Often times you are already implementing the procedure, it's just not official policy yet.
- Don't forget the implementation / protocol / procedure component!
- New district initiated policy proposals in AWARE districts include:
  - MTSS / PBIS
  - standard referral follow up by school counselors
  - trauma informed discipline
  - suspension reduction with counseling
  - YMHFA / AWARE sustainability
  - agency counselors in schools
  - AWARE wellness campaigns



**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT**

**RESOLUTION No. 0910-0120**

**District's Restorative Justice Initiative**

**WHEREAS**, the Board of Education endorses the belief that "Restorative Justice Practices" among children and youth, will positively impact the District's School Climate, Discipline Policies and Procedures; and

**WHEREAS**, the Safety Committee of the Board is recommending re-alignment of District resources to promote a framework of fair and equitable discipline practices which are restorative; and

**WHEREAS**, such framework will support and hold accountable students, teachers, administrators, parents, and district leadership to reduce racial, ethnic, and any other protected class disparities in school discipline, especially suspension and expulsion; and

**WHEREAS**, the Board of Education is committed to creating and supporting a culture shift in the way the district systematically responds to student discipline problems in District schools by moving toward restorative approaches, not inconsistent with law, which re-integrate rather than exclude; and

**WHEREAS**, notwithstanding the implementation of other school climate interventions, and violence prevention programs, and other existing strategies designed to offer alternatives to suspension/expulsion, there exists a need for reform to address the alarming rate of disproportionate minority contact; and

**WHEREAS**, a framework of restorative justice practices recognizes that misconduct damages relationships between the victim, offender, and the community, and promotes the opportunity to repair harm, and restore the relationships; and

**WHEREAS**, restorative justice practices subscribe to six key areas of practice including accountability and continuous improvement, relationships and community building, defining and teaching expectations, facilitating communication between families and schools, interventions for misconduct, and use of data and problem solving; and

**WHEREAS**, restorative justice practices support the use of a repertoire of strategies, or multiple strategies simultaneously, to deal with misconduct, especially for non mandatory expulsions, including administrative, restorative, and skill-building/therapeutic interventions; and

**WHEREAS**, schools are free to implement their own student discipline protocols consistent with Board Policy so long as those protocols are not in conflict with restorative justice practices; and

**WHEREAS**, restorative justice promotes teaching and learning which incorporates both academic and social-emotional development, and facilitates the development of social and human capital for students and families; and

**WHEREAS**, restorative justice practices increase classroom learning and teaching by minimizing misconduct and is built on consistent and effective classroom management supported by a positive school climate; and

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**District's Restorative Justice Initiative**

**WHEREAS**, restorative discipline rests upon a continuum of age appropriate interventions that include reinforcement, support and re-teaching opportunities as well as family and community conferencing, to increase student' repertoires of effective responses;

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Education hereby launches a District-wide three-year Restorative Justice Initiative to include professional development of administrators and school site staff redesign of District discipline structures and practices and promote alternatives to suspension at every school, in partnership with local law enforcement, Alameda County Probation Department, and the State Disproportionate Minority Contact Office to promote a District-wide "Culture of Caring" serving the whole child which promotes both social-emotional and intellectual development, meaningful inclusion of students, parents, teachers, administrators, and District leadership in efforts to create and sustain a safe and equitable learning environment where all students are cared for and can excel.

Passed by the following vote:

**AYES:**

**NOES:**

**ABSTAINED:**

**ABSENT:**

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted at a Regular Meeting of the Governing Board of the Oakland Unified School District held on January 27, 2010.

\_\_\_\_\_  
Edgar Rakestraw, Jr.  
Secretary, Board of Education

File ID Number: 09-2934  
Introduction Date: 12/18/09  
Enactment Number: \_\_\_\_\_  
Enactment Date: \_\_\_\_\_  
By: \_\_\_\_\_

# Trauma Informed Policy Examples

[Denver PS Policy Example](#)

[Osburne PS Policy Example](#)

# What does LEA Administration have to say?

“Traditionally, policy has been about parameters and rules and viewed as punitive in nature when broken. By considering the mental health aspect we are looking at policy as more of a way to help and support students.”

- Robin Coffman, Elk City



# Secondary Trauma

Secondary traumatic stress is the emotional distress that results when an individual hears about the traumatic experiences of another individual.

Distress may result from:

- Hearing someone's trauma stories.
- Seeing high levels of distress in the aftermath of a traumatic event.
- Retelling a student's story for reporting purposes.
- Seeing photos or images related to the trauma.

Warning Signs of Vicarious Trauma	
<b>Hypervigilance</b>	Excessive alertness for potential threats or dangers at and outside of work. Always being "on" and "on the lookout"
<b>Poor Boundaries</b>	Lacking a balanced sense of your role so that you take on too much, step in and try to control events, have difficulty leaving work at work, or take the work too personally
<b>Avoidance</b>	Coping with stress by shutting down and disconnecting
<b>Inability to Empathize/Numbing</b>	Unable to remain emotionally connected to the work
<b>Addictions</b>	Attaching to distractions to check out from work, personal life, or both
<b>Chronic Exhaustion/Physical Ailments</b>	Experiencing physical, emotional, and spiritual fatigue or inexplicable aches and pains exceeding what you expect for an ordinary busy day or week
<b>Minimizing</b>	Trivializing a current experience by comparing it with another situation that we regard as more severe
<b>Anger and Cynicism</b>	Using cynicism or anger to cope other intense feelings that we may not understand or know how to manage
<b>Feelings of Professional Inadequacy</b>	Becoming increasingly unsure of yourself professionally, second-guessing yourself, feeling insecure about tasks that you once felt confident to perform

# Resources

Heather Forbes- Help for Billy, <http://www.beyondconsequences.com/schools>

Susan Craig- Trauma-Sensitive Schools

Dennis Trittin- Personal Balance Sheet

<http://dennistrittin.com/resources/PersonalBalanceSheet.pdf>

Casey Gwinn- Hope Rising

<https://www.allianceforhope.com>

Kognito- [ok.kognito.com](http://ok.kognito.com)

SDE AWARE website <https://sde.ok.gov/ok-aware>

Overcoming Obstacles: <https://www.overcomingobstacles.org>

SPARCS: <https://www.nctsn.org/resources/sparcs-structured-psychotherapy-adolescents-responding-chronic-stress-guide-trauma-focused>

The SHAPE Assessment: <https://theshapesystem.com/>

Brain Breaks <https://www.amazon.com/101-Brain-Breaks-Educational-Activities/dp/0999022008>, <https://lakesidelink.com>

<https://tour.theshapesystem.com>

