

Trauma Informed Schools from a Holistic View

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BJA STOP School Violence Initiatives



Maryland State School Health Council Webinar

November 30, 2021

MENTAL WELL-BEING

“**Life** is a puzzle with many intricate pieces. Each piece has a purpose that represents a significant part.

Mental well-being is just as significant as it impacts the **whole puzzle**, not just one part.”



OBJECTIVES

- Learn about trauma informed schools.
- Learn about trauma responsiveness.
- Present an overview, framework and implementation of the Trauma Informed Approaches Guidance document for Maryland Public Schools.
- Perspectives from two Maryland Public School Systems: Carroll County & Caroline County Public Schools
- Perspective from project partner: The Family Tree.



A TRAUMA- INFORMED APPROACH

FOR

MARYLAND PUBLIC SCHOOLS

GUIDANCE DOCUMENT OVERVIEW

Maryland Education Article §7-427.1 *Trauma-Informed Approach*

(House Bill 277)

- The Maryland General Assembly 2020 Legislative Session.
- Designed to prioritize and support school personnel.

INTENT

- Define trauma-informed practices within school environments Pre-K- 12.
- Advance trauma- informed practices across Maryland.
- Create and provide guidance to local school systems.

REINFORCES

- Alignment of current school behavior initiatives, multi-tiered system of supports, equity, family engagement, social and emotional learning



A TRAUMA-INFORMED APPROACH
FOR MARYLAND SCHOOLS

The Maryland State Department of Education

MARCH 2021

200 WEST BALTIMORE STREET BALTIMORE, MARYLAND 21201

Link to Guidance Document

- <https://www.marylandpublicschools.org/about/Documents/DSFSS/SSSP/MSDE-Trauma-Informed-Guidance.pdf>

**“HOW ARE YOU
FEELING TODAY?”**

**Learning to tune into
your Authentic Self**

Speaks Volumes !



TRAUMA – INFORMED CARE AS A HOLISTIC APPROACH



■ **Being**, rather than just doing

■ Intersection of behaviors and beliefs

■ **Growth Mindset**

■ Shift mindset – believing that skills can be developed

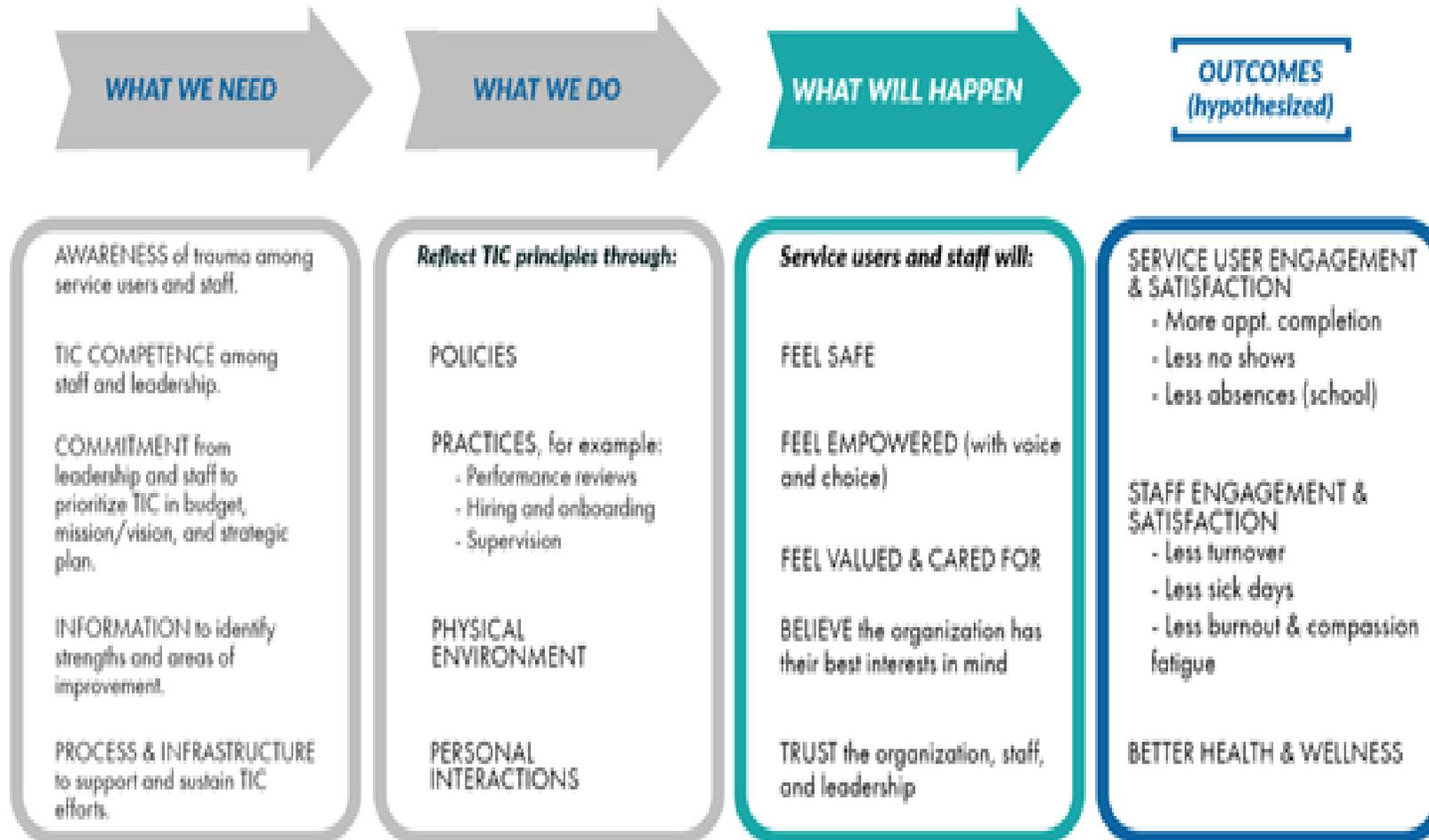
■ **Strength based perspective** (Forward thinking- we cannot operate this drive through the rearview mirror)

■ Engages students in the work

■ Applies to school staff –focus upon operating from strength

IMPLEMENTATION PILLARS

Trauma Informed Care Logic Model



Creating Safe Spaces

- Physical and emotional space
- Staff Well-being

Empowerment voice and Choice

- Identifying and solving problems collaboratively

Equity and Resilience

- The Basic Principals of Equity Literacy & Resiliency

Positive Relationships

- Unconditional Positive Regard

Family and Community Engagement

- Proactive rather than Reactive

CONTINUUM OF IMPLEMENTATION

Moving from Trauma Informed to Trauma Responsive

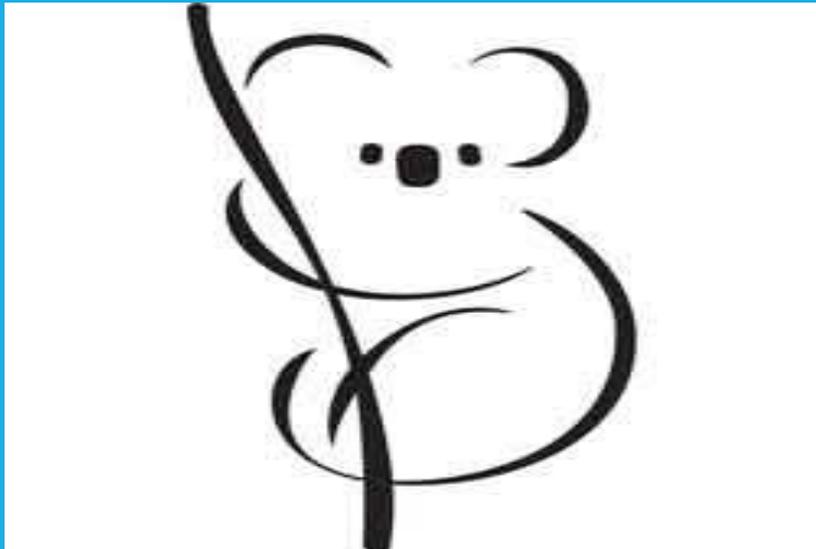
Pending resource defines specific steps to take to move toward a trauma responsive school

- Environment
- Structures
- Adult knowledge and skills
- Student knowledge and skills

Supporting strategies and best practices to meet the various stages as guiding principles of development.

MARYLAND PROJECT AWARE II

“ADVANCING WELLNESS AND RESILIENCE IN
EDUCATION”



Provide

Provide targeted evidence-based practices and training to scale up the capacity of local schools to address mental health education and deficiencies.



Improve

Improve the behavioral health and well-being of students.



Promote
and
provide

Promote and provide family linkages to educational and community resources.

A photograph of a bright, modern school hallway. The walls are a light beige color, and the ceiling is a white grid with recessed lighting. On the left, there are rows of orange lockers. A round analog clock is mounted on the wall above the lockers. In the center of the hallway, there is a whiteboard with the word "INFORMATION" written on it. To the right, there are more orange lockers and a set of stairs leading up. The floor is a light-colored, polished tile. The image is overlaid with a large white diamond shape containing text. There are also blue and yellow geometric shapes in the corners of the image.

**“A Holistic View”
from **Carroll County**
Public Schools**



Trauma Informed Approaches

Carroll County Public Schools

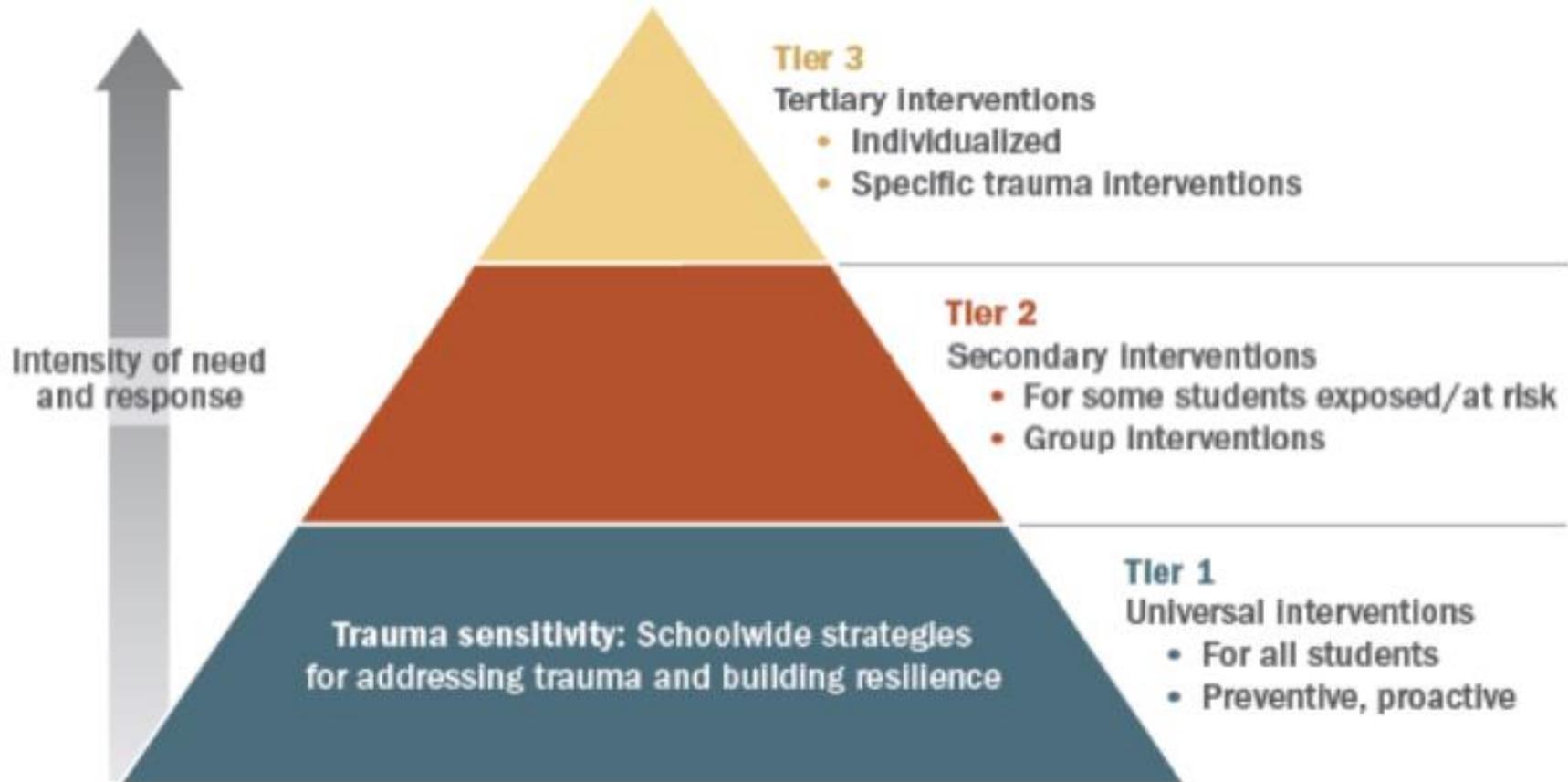
-Kimberly Muniz-

Supervisor of Student Services- Behavioral and
Mental Health

Multi-Tiered Approach

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Multi-tiered Approach to Addressing Trauma In Schools



(American Institutes for Research, 2018)

Figure 2

CCPS Trauma Informed Practices- Professional Learning

- Adverse Childhood Experiences (ACES)
- Trauma-Informed Schools
- Creating Trauma Sensitive Classrooms
- Emotional Poverty
- Understanding and Managing Student Behaviors
- Mental Health in the School Setting

- From the 16-17 through the 19-20SY we trained 1,055 staff

- Many PL opportunities through COVID- Increased the relevance and importance of this topic.

A photograph of a bright, modern school hallway. The walls are a light beige color, and the ceiling is a white grid with recessed lighting. On the left, there are rows of orange lockers. A round analog clock is mounted on the wall above the lockers. In the center of the hallway, there is a whiteboard with the word "INFORMATION" written on it. To the right, there are more orange lockers and a wooden door. The floor is a light-colored, polished tile. The image is overlaid with a large white diamond shape containing text, and several blue and yellow diamond shapes are scattered in the corners.

“A Holistic View”
from **Caroline County**
Public Schools



**SOCIAL-EMOTIONAL
WELL-BEING PROGRAM**

at Caroline County Public Schools

Trauma Informed Schools from a Holistic View

Caroline County Public Schools
Social Emotional Well-Being Program

Funded through Maryland Project AWARE II

District Overview

CCPS Vision

Every student will be prepared, empowered and inspired to thrive in an ever-changing and diverse world.

CCPS 2020-2025 Strategic Plan:

Goal 2 Wellness: Foster an environment that supports the social, emotional and physical well-being of students.

Objective 1: Establish a School Based Emotional Wellness Team with stakeholders from staff, leadership, and mental health providers.

Objective 2: Develop policy, practice and programs to identify, triage and support students' mental health needs comprehensively.

Objective 3: Implement a comprehensive social and emotional wellness system across the school system.

Social Emotional Well-Being Program Overview

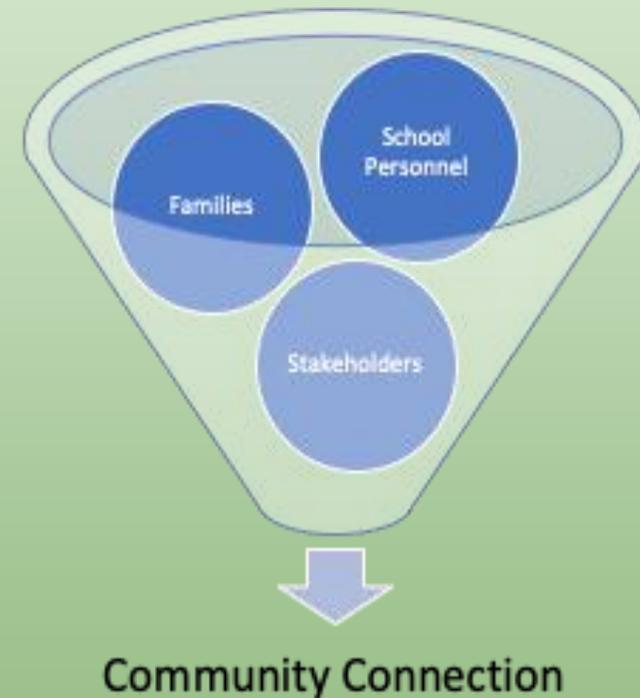
- Under MD Project AWARE II funds, MD Advancing Wellness and Resilience in Education
- Training on Social, Emotional & Behavioral Needs of Students
- Mental Health Linkages for Students and Families
- Trauma-informed training for Educators, Families and Community

Social Emotional Well Being Program - Initiatives

- Brand and Program identified as the Social Emotional Well-Being Program
- Internal Data Collection System
- Social-Emotional Well-Being Resources Library for Educators and Families
- Family Learning Sessions using the ACE's (Adverse Childhood Experience) Evidence-Based Model
- Comfortable Cafeteria Model
- Mindfulness in Classrooms & with Staff
- Collaboration with Community Partners for Enhancement of Services - Advisory Committee
- Policies and Procedures:
 - School Based Mental Health Referral Process
 - Data Collection
 - Suicide Risk and Flowchart
 - Check In /Check Out
- Conscious Discipline Framework for Elementary School Grade Levels
- Second Step Curriculum for Middle School Grade Levels
- Therapeutic Behavioral Management for High School Grade Levels
- American School Counseling Association Training for all School Counselors
- Anti-Bullying Poster Contest

Family Navigation Overview

- Facilitate Coordination and Delivery of Services to Families
- Collaborates with
 - School Counselors
 - Pupil Personnel Workers
 - School Administrators
 - Parents



School Based Mental Health Services

- **Maintenance of school-based mental health clinicians in all schools:**
 - For All Seasons, Inc.
 - Caroline County Behavioral Health
 - Corsica River Mental Health
 - # students active across district (7/1/21 - 9/30/21): 303
 - # new referrals (7/1/21 - present): 172 *60% of total 20/21 referrals (286)
- **Individual, group, & crisis services available to active clients and others as needed**
- **Streamlined district-wide school-based mental health referral:**
 - Consistent, secure process; presenting behaviors, including trauma & effects of COVID-19
- **Improved networking and data-collection:**
 - MOUs to support information-sharing and consistency with all providers
 - Student Specific Data (track individual referral progress and prevent gaps in service)
 - Non-Student Specific Data (district-wide numbers & diagnoses)
- **Case management & support to students, families & staff:**
 - # consults/case management supports handled (7/1/21 - present): 63
- **Training for staff, families, community partners & students:**
 - ACEs, QPR, Youth Mental Health, Self-Care/Wellbeing, Personal & Professional Resilience
 - # trainings provided since entering position Fall 2019: 48 (approx. 1,303 participants)

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We are **STRONGER**
Together....

Advancing Wellness and
Resilience in Education

**“We can choose to be marked by our past or
We can choose to make our mark on the future”**

-Terrell Sample-



The
Family
Tree



RAISING FAMILIES
UP

The Maryland State Department of Education (MSDE) and The Family Tree (TFT)

ACE Interface and Project AWARE:
Goals, Activities and Outcomes

Matila S. Jones II, MS, Assistant Director, Community Engagement Services



Goals of ACE Interface

1. Educate key state leaders, stakeholders and all citizens on brain science, ACEs and resilience in order to *“build a commitment to put science into action to reduce ACEs and create safe, stable and nurturing relationships and environments for all Maryland children.”*
2. Improve data sharing and common measures across child and family serving systems to inform decision-making.
3. Advocate for the transformation of child and family serving systems and services to prevent and mitigate the impact of ACEs (trauma and resilience informed systems).
4. Align child and family serving systems to ensure services are provided using a multi-generation, family-centered approach i.e. identify customers as parents and serve the needs of both parent and child.
5. Support community ownership, impact and action.
6. Spark innovation in programs, policies and financing solutions.

MD-AWARE II

Supporting school mental health in Maryland

Mental health awareness training for school staff and community members

Policy analyses and recommendations

Training in evidence-based practices for clinicians working in schools

Telepsychiatry in schools

Increased organizational collaboration

Family Navigation

School mental health systems quality improvement



Outcomes: Partnerships and Collaborations

PC1. Number of collaborations or partnerships developed

	Q1	Q2	Q3	Q4	Total
BCPSS	0	0	9	0	9
CCPS	0	0	9	1	10
TCPS	0	0	5	0	5
TOTAL:	0	0	23	1	24

Outcomes: Number of People Trained

WD2. The number of people in mental health and related workforce trained in mental health-related practices/activities that are consistent with the goals of the grant

	Q1	Q2	Q3	Q4	Total
BCPSS	0	0	3	0	3
CCPS	228	208	190	65	691
TCPS	0	34	279	11	324
Total	228	242	472	76	1018

TR1. Number of people not in the mental health workforce trained

	Q1	Q2	Q3	Q4	Total
BCPSS	0	0	18	57	75
CCPS	0	0	111	55	166
TCPS	0	107	1034	63	1204
Total	0	107	1163	175	1445

Outcomes: Referrals

R1. Number of students referred to mental health or related services

	Q1	Q2	Q3	Q4	Total
BCPSS	N/A	N/A	N/A	108	108
CCPS	73	51	83	72	279
TCPS	63	66	57	68	254
Total	136	117	140	248	641

Outcomes: Referrals

AC1. Percentage of students receiving mental health or related services following referral

	Q1	Q2	Q3	Q4	Total (Average)
BCPSS	N/A	N/A	N/A	100%	100%
CCPS	N/A	20%	66%	50%	36%
TCPS	60%	53%	47%	53%	53%
Total (Average)	60%	36%	57%	68%	

How Knowing the Truth about Adverse Childhood Experiences (ACEs) Contributes to Trauma-Informed Schools

Kim Y. Jackson, Trainer and Technical Coordinator



The Truth about:

- ACEs Impact on Brain Development
- The Power of Protective Factors and Resilience

The Truth about:

- **Trauma Informed Approaches**

Final Thoughts

Aspire to Inspire...

“Not all storms come to disrupt your life,
some bring calm and clarity to guide you to the next steps along your journey.”

-Terrell Sample-

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