Trauma Informed Schools from a Holistic View

Terrell Sample, MSOL, MPA
Project Director for Maryland Project AWARE II & 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.
TRAUMA INFORMED SCHOOLS

- Recognize the prevalence and impact of trauma
- Recognize the signs and symptoms of trauma
- Respond by integrating trauma-informed principles to create a safe, nurturing and culturally competent and responsive school climate
- Resist re-traumatization
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

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

Improve the behavioral health and well-being of students.

Promote and provide family linkages to educational and community resources.
"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
Trauma-Informed Schools

Safe Spaces and Staff Well-Being

Empowerment: Voice and Choice

Equity and Resilience

Positive Relationships

Family and Community Engagement
Multi-Tiered Approach

Multi-tiered Approach to Addressing Trauma in Schools

- **Tier 1**: Universal Interventions
  - For all students
  - Preventive, proactive

- **Tier 2**: Secondary Interventions
  - For some students exposed/at risk
  - Group interventions

- **Tier 3**: Tertiary Interventions
  - Individualized
  - Specific trauma interventions

*Trauma sensitivity: Schoolwide strategies for addressing trauma and building resilience*

(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 Holistic View” from 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)
Contact Information

Elizabeth Anthony
Director of Student Services
anthony.elizabeth@ccpsstaff.org

Nicole N Fisher
Supervisor
fisher.nicole@ccpsstaff.org

Stella Lee Coulbourne, MPA
Program Coordinator
coulbourne.stellalee@ccpsstaff.org
410.253.2134, Office: 443.298.9341 or 410.479.0100

Latisha Bordley MS
Family Navigator
Bordley.Latisha@Ccpsstaff.org
410.443.4439

Cara N. Calloway, LCSW-C
Mental Health Coordinator
calloway.cara@ccpsstaff.org
Google Voice: 302.316.0325
Office: 443.298.9341 or 410.479.0100
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-
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.

The Family Tree Raising families up.
MD-AWARE II

Supporting school mental health in Maryland

- Mental health awareness training for school staff and community members
- Training in evidence-based practices for clinicians working in schools
- Increased organizational collaboration
- School mental health systems quality improvement
- Policy analyses and recommendations
- Telepsychiatry in schools
- Family Navigation
# Outcomes: Partnerships and Collaborations

**PC1. Number of collaborations or partnerships developed**

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### 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

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

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### Outcomes: Referrals

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

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# Outcomes: Referrals

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

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<td>60%</td>
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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-

derrell.sample2@maryland.gov
410 767-0305