

Childhood Trauma Task Force

April 10th
1pm – 3pm

Agenda

- Welcome and Introductions
- Approval of Minutes from March 13th Meeting
- OJJDP Grant Opportunity
- Trauma Service Mapping Project Update
- Presentations & Panel Discussion on School-Based Trauma Interventions

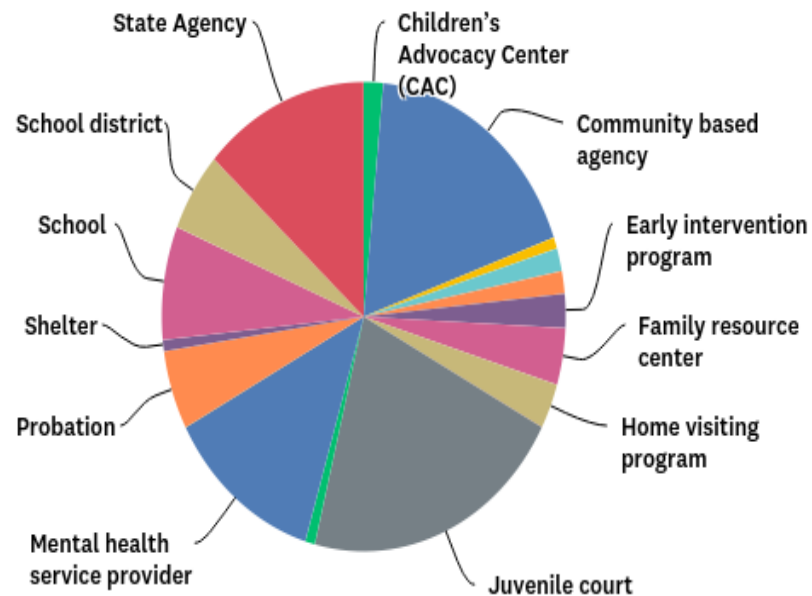
OJJDP Grant Opportunity

- **Goal:** This program will support a comprehensive approach to address youth violence and victimization through implementing prevention, intervention, and accountability efforts in a school-based setting
- **Who Can Apply:** Any public agency (e.g. State Agency, Local School District)
 - Project sites must be a school setting
- **What Can Be Funded (up to 775K)**
 - 1) Provision of evidence-based mental health services for youth who experience trauma and exposure to violence in a school setting.
 - 2) Universal bullying prevention and conflict resolution programming.
 - 3) Student engagement to provide peer support networks.
 - 4) Youth competence building interventions for accountability across the continuum of least intensive (innovative diversion/treatment programs) to more intensive (suspension, expulsion, arrest) with proper considerations for campus safety and promotion of an appropriate learning environment.
 - 5) School safety and climate measures.
- **Deadline:** May 20th, 2019

CTTF Survey Update Trauma Screenings, Assessments, and Interventions

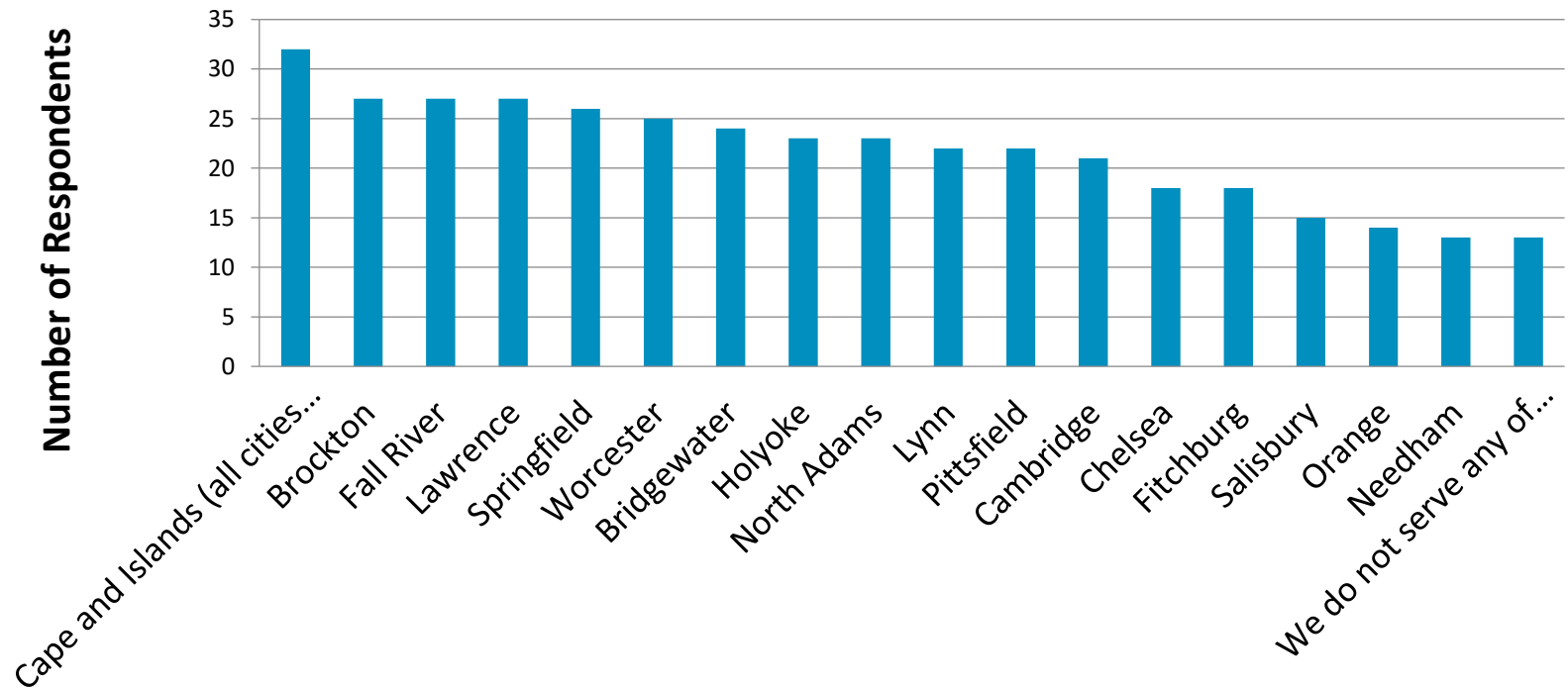
Who Responded

Q4 Please select the category that best describes your institution.



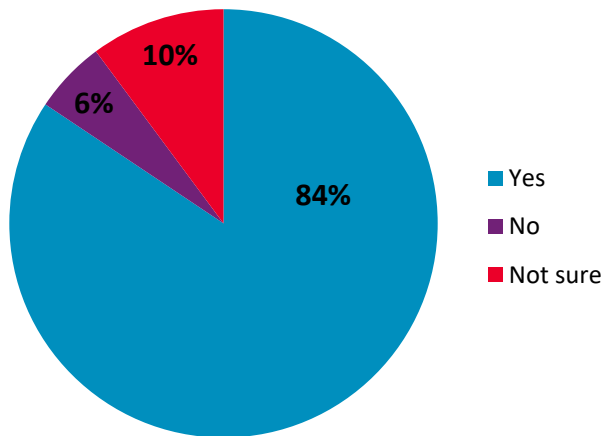
Communities Served

**Q5: Please select the cities that your institution serves
(check all that apply).**

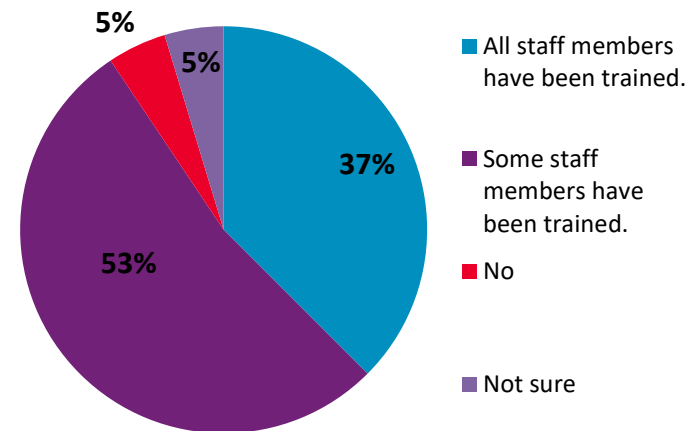


Trauma-Informed

Q7: Does your institution consider itself trauma-informed?
(n= 128 respondents)

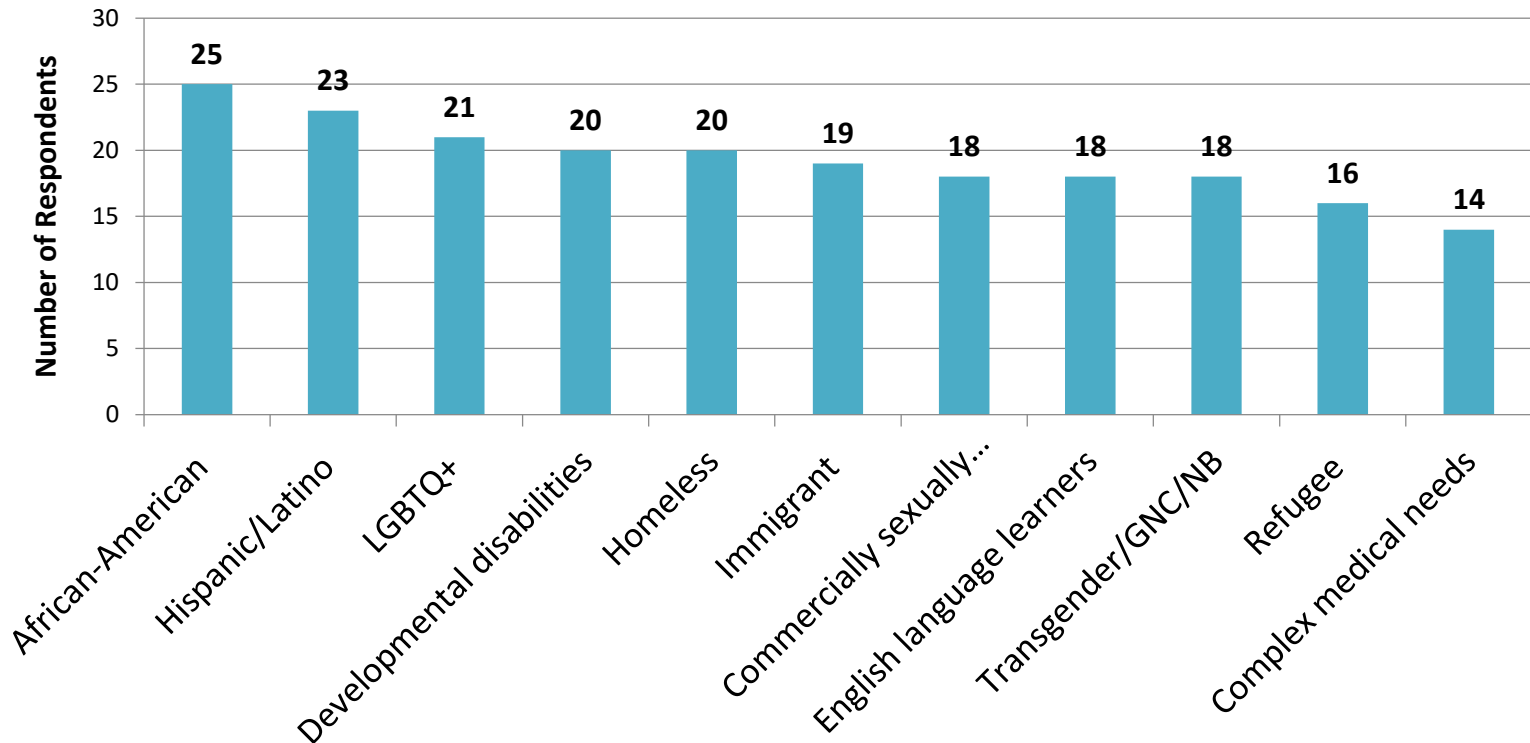


Q8: Have staff members been trained on trauma-informed care?
(n=128 respondents)



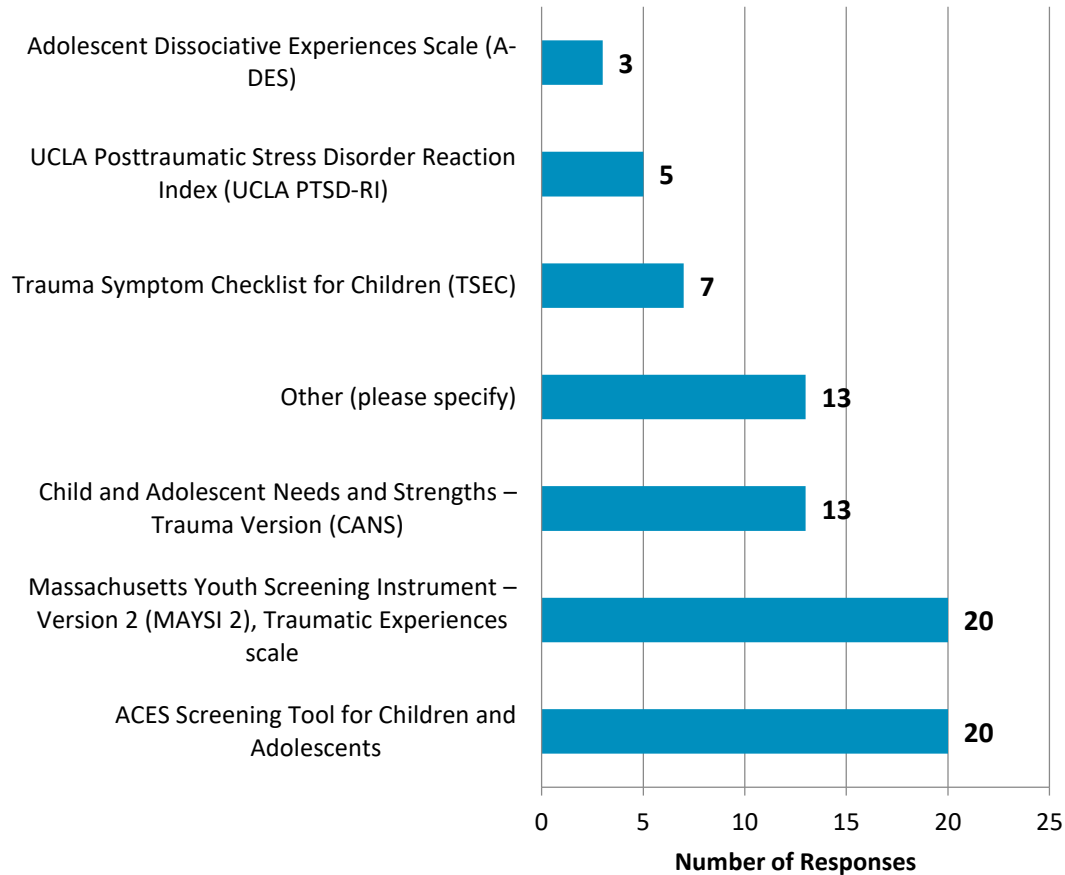
Populations Served

Q11: Does your institution specialize in conducting trauma screenings, assessments, and/or interventions with specific populations of youth (check all that apply)?



Trauma Screening

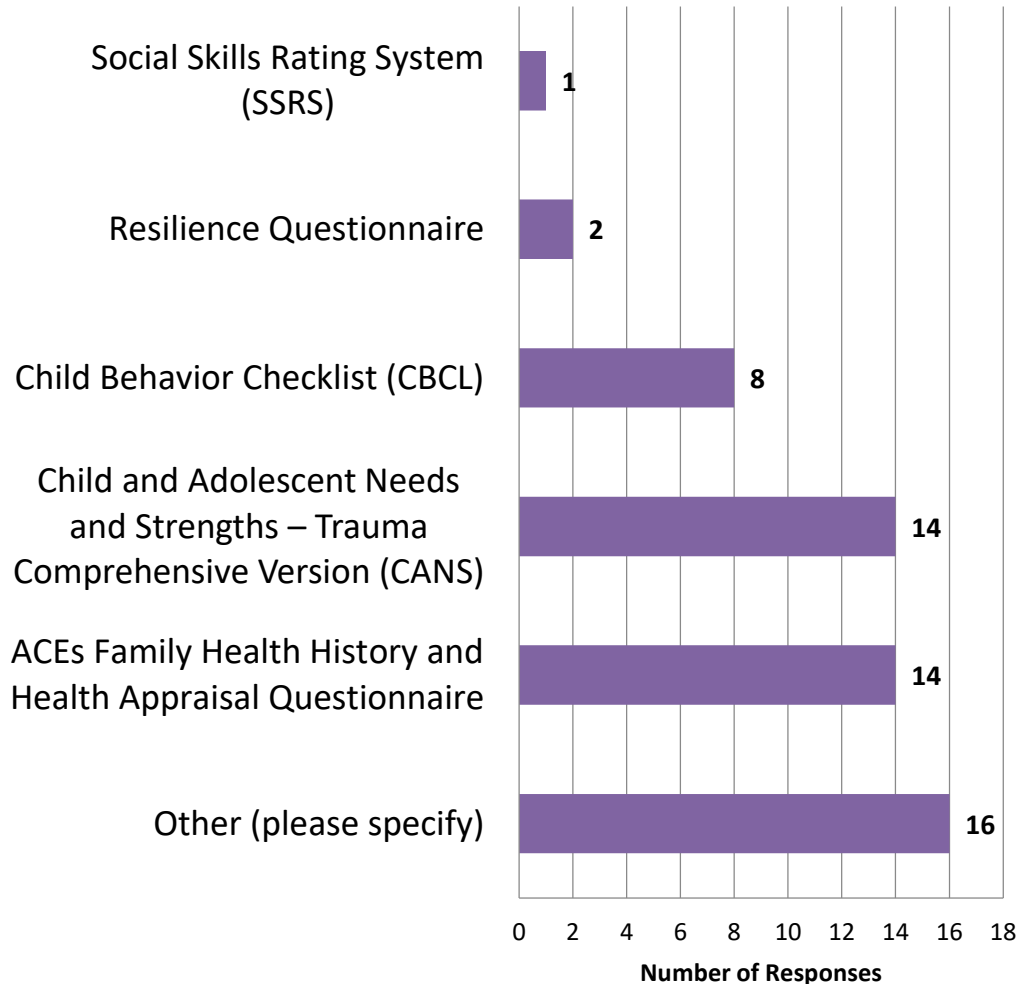
Top Trauma Screening Tools



- 45 respondents (out of 128)
- “Other” options include the Mississippi PTSD screening tool and in-house intake forms

Trauma Assessment

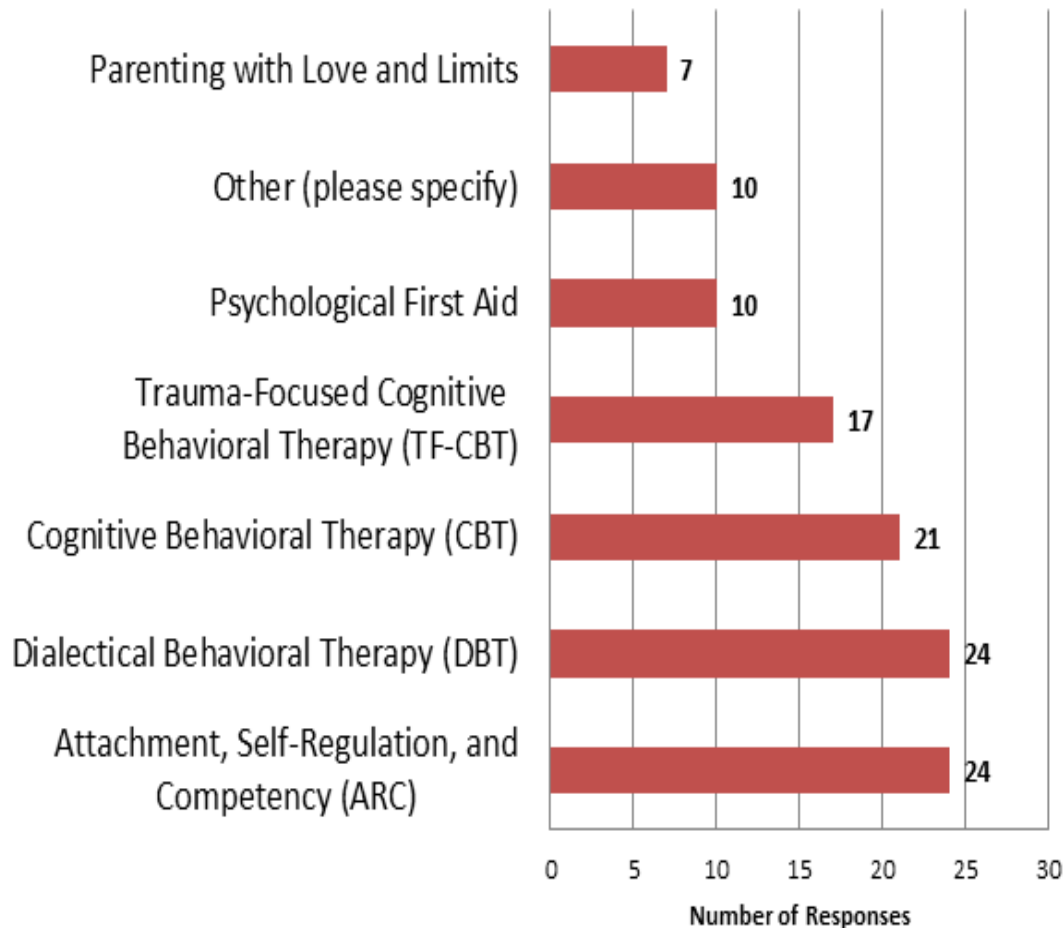
Top Trauma Assessment Tools



- 36 respondents (out of 128)
- “Other” category includes clinical interviews, Mississippi PTSD screen, MAYSI

Trauma Interventions

Top Trauma Interventions



- 45 respondents (out of 128)
- “Other” category includes different curriculums, court clinicians

Next Steps: Survey Outreach

- Need more representation from certain geographic areas:
 - Northwestern: Pittsfield and North Adams
 - Northeastern: Lawrence, Lynn, and Salisbury
 - North Central: Fitchburg and Orange
 - Eastern: Cambridge, Chelsea, and Needham
- Need more representation from certain types of providers:
 - Community health centers
 - FRCs
 - CBHI providers
 - Early education and early intervention
 - Hospitals
 - Schools
- New survey deadline: April 30th, 2019

School-Based Approaches to Childhood Trauma

Our Legislative Mandate

- “The task force shall review the current means of (i) identifying school-aged children who have experienced trauma, particularly undiagnosed trauma, and (ii) providing services to help children recover from the psychological damage caused by such exposure to violence, crime or maltreatment.”
- “The task force shall consider the feasibility of providing school-based trainings on early, trauma-focused interventions, trauma-informed screenings and assessments, and the recognition of reactions to victimization, as well as the necessity for diagnostic tools.”



Overview of the Safe and Supportive Schools Work at The Department of Elementary & Secondary Education



CONTENTS

- 01 Safe & Supportive Schools (SaSS) Commission
- 02 Self-Reflection Tool
- 03 SaSS Grants – FC 335 + 337
- 04 Professional Development Series
- 05 Questions and Answers

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SaSS Commission

Commission Priorities

- Created as part of the SaSS Framework Law through An Act Relative to the Reduction of Gun Violence in 2014
- 18 Voting Members
- Priorities include but are not limited to:
 - Make recommendations to DESE's board on updating the framework and Tool
 - Identify strategies to increase school's capacity in the realm of behavioral health
 - Propose steps to improve school's access to clinically, culturally, and linguistically appropriate services
 - Provide funding sources to support the framework & Tool

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Self-Reflection Tool

Reflecting on a School's Safe & Supportive Learning Environment

- [Safe & Supportive Schools Self-Reflection Tool](#) (Tool)
- The goal of the tool is to catalyze a reflective and creative inquiry-based, year-long or multi-year process to create and enhance a school's work to become more safe and supportive for the entire school community.
- It documents current practices that support students' behavioral health from multiple perspectives.
- As of 2010:
 - over 200 usernames
 - ~75 Grantees

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SaSS Grants

Overview of FC335 & 337 Grants

- Provides funding to districts (and their selected schools) to:
 - **organize, integrate, and sustain** school and district-wide efforts to create safe and supportive school environments; and
 - coordinate and align student support initiatives based on their findings from completing the Tool
- FY19 RFP: <http://www.doe.mass.edu/grants/2019/335/>

FC 335 – Action Planning Grant Priorities:



- Convene a school team composed of various stakeholders (e.g., including but not limited to teachers, nurses, counselors, parents, etc.) to review and respond to the questions in the Tool;
- Identify school and district areas to prioritize for improvements related to creating safer and more supportive learning environments; and
- Finalize a school and district action plan that is aligned to school and district priorities addressing all six sections of the Framework:
 - Leadership;
 - Professional Development;
 - Access to Resources and Services
 - Academic and Non-Academic Activities;
 - School Policies, Procedures, and Protocols; and
 - Collaboration with Families.

FC 337 – Implementation Grant Priorities:

- For former Tool users to begin or continue to implement school-based action plans (and associated district-support plans) that were created in the prior year(s) (i.e., in or before school year 2017-2018)
- Serve as mentors for new tool users

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Professional Development Series

2017-2018 Activities & Topics

- Dr. Jayne Singer's Webinar on **The Impact of Trauma on the Brain**
- Joe Ristuccia's Webinar on **"Small is the New Big"**
- Winter Regional Meetings
 - Holyoke
 - Bedford
 - Worcester
- Statewide Convening: ***Social Emotional Learning: A focus on Trauma-Informed Practices & Supportive Learning Environments***
- Case Studies from Demonstration Schools through TLPI



2018-2020 Anticipated Activities & Topics

- Mentor grantee presentations at SaSS Commission Meetings
- Statewide Convening: ***Safe and Supportive Learning Environments: Using an Equity Lens to Support All Students***
- Cultural Competency & Implicit Bias series in combination with DESE's Rethinking Discipline Initiative

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Questions and Answers

THANK YOU

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MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Trauma-Sensitive Schools



Michael Gregory, J.D., M.A.T.

Clinical Professor of Law, Harvard Law School
Member of the Faculty, Harvard Graduate School of
Education

Managing Attorney, Trauma and Learning Policy Initiative,
Massachusetts Advocates for Children



**HARVARD
LAW SCHOOL**

Ensure that children
traumatized by exposure to
violence and other adverse
childhood experiences
succeed in school.

Policy



Families



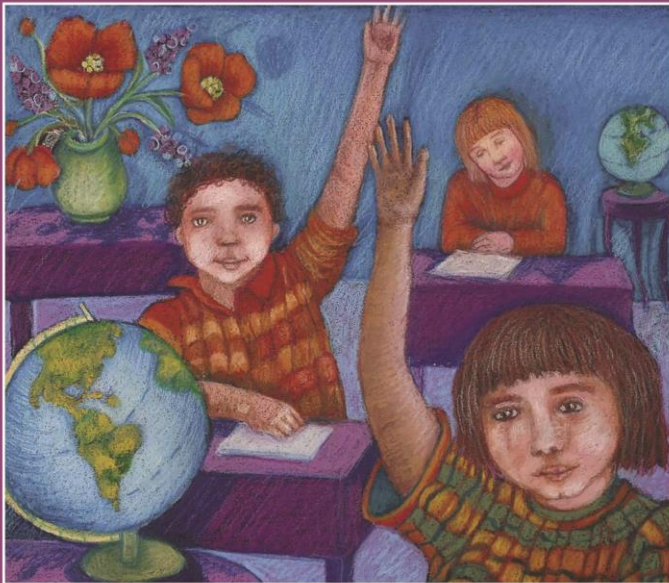
Schools

www.traumasensitiveschools.org

Helping Traumatized Children Learn

*supportive school environments
for children traumatized by family violence*

A Report and Policy Agenda



Massachusetts Advocates for Children: Trauma and Learning Policy Initiative

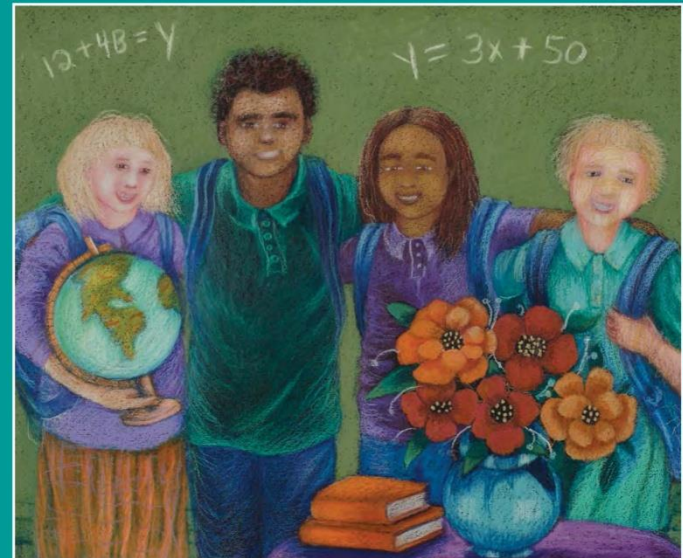
*In collaboration with The Hale and Dorr Legal Services Center of Harvard Law School
and The Task Force on Children Affected by Domestic Violence*

Helping Traumatized Children Learn

2

safe, supportive learning environments that benefit all children

Creating and Advocating for Trauma-Sensitive Schools



Trauma and Learning Policy Initiative:

a partnership of Massachusetts Advocates for Children and Harvard Law School



Said task force shall review the current means of (i) identifying school-aged children who have experienced trauma, particularly undiagnosed trauma, and (ii) providing services to help children recover from the psychological damage caused by such exposure to violence, crime or maltreatment. The task force shall consider the feasibility of providing school-based trainings on early, trauma-focused interventions, trauma-informed screenings and assessments, and the recognition of reactions to victimization, as well as the necessity for diagnostic tools.

Definition

A trauma-sensitive school is one in which all students feel safe, welcomed, and supported and where addressing trauma's impact on learning on a school-wide basis is at the center of its educational mission.

<https://traumasensitiveschools.org/videos/>

**What is the
appropriate role for
Massachusetts
schools?**



“Ecological Fit”

Dr. Mary Harvey

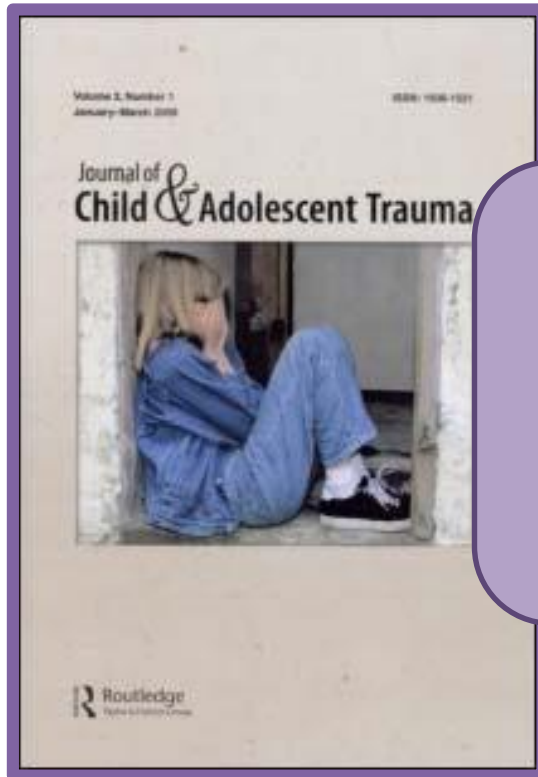
Harvey, M.R. (1996). “An Ecological view of Psychological Trauma and Trauma Recovery.” *Journal of Traumatic Stress*, (9)1: 3-23.



**“Nurturing,
respectful,
caring
relationships”**

Betsy McAlister Groves

Groves, B.M. (2002). *Children Who See Too Much: Lessons from the Child Witness to Violence Project*. Boston: Beacon Press.



“Information flow” and “trauma lens”

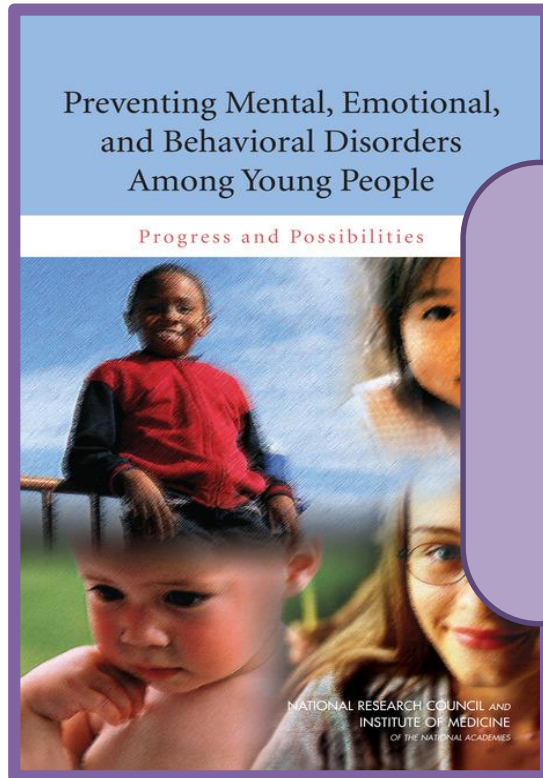
Dr. Amy Tishelman

Dr. Penny Haney

Dr. Jessica Greenwald O’Brien

Dr. Margaret Blaustein

Tishelman, A.C., Haney, P., O’Brien, J.G., & Blaustein, M.E. (2010). “A Framework for School-Based Psychological Evaluations: Utilizing a ‘Trauma Lens,’” *Journal of Child and Adolescent Trauma*, 3(4): 279-302.



Risks of universal screening

Institute of Medicine
National Research Council

O'Connell, M.E., Boat, T., & Warner, K.E. (Eds.). (2009). Prevention of Mental, Emotional and Behavioral Disorders among Young People: Progress and Possibilities. Washington, D.C.: National Academies Press.

"Upfront, universal screening may be more appropriate in primary care settings, particularly among those working with pediatric populations."

Center for Health Care Strategies (Feb. 2019). *Screening for Adverse Childhood Experiences and Trauma* (funded by Robert Wood Johnson).

"I don't know that schools are the right place to screen. I advocate for screening in the primary-care clinic, in the doctor's office."

Dr. Nadine Burke Harris. (2018). "A Pediatrician's Advice for Treating Trauma: Doctors and schools must work together to tackle student adversity." *Education Week*, 37(23): 18-19.



Inadvertent stigma

Harper, K. & Temkin, D. (2019). *Responding to trauma through policies to create supportive learning environments*. Bethesda, MD: Child Trends. Publication 2019-15.

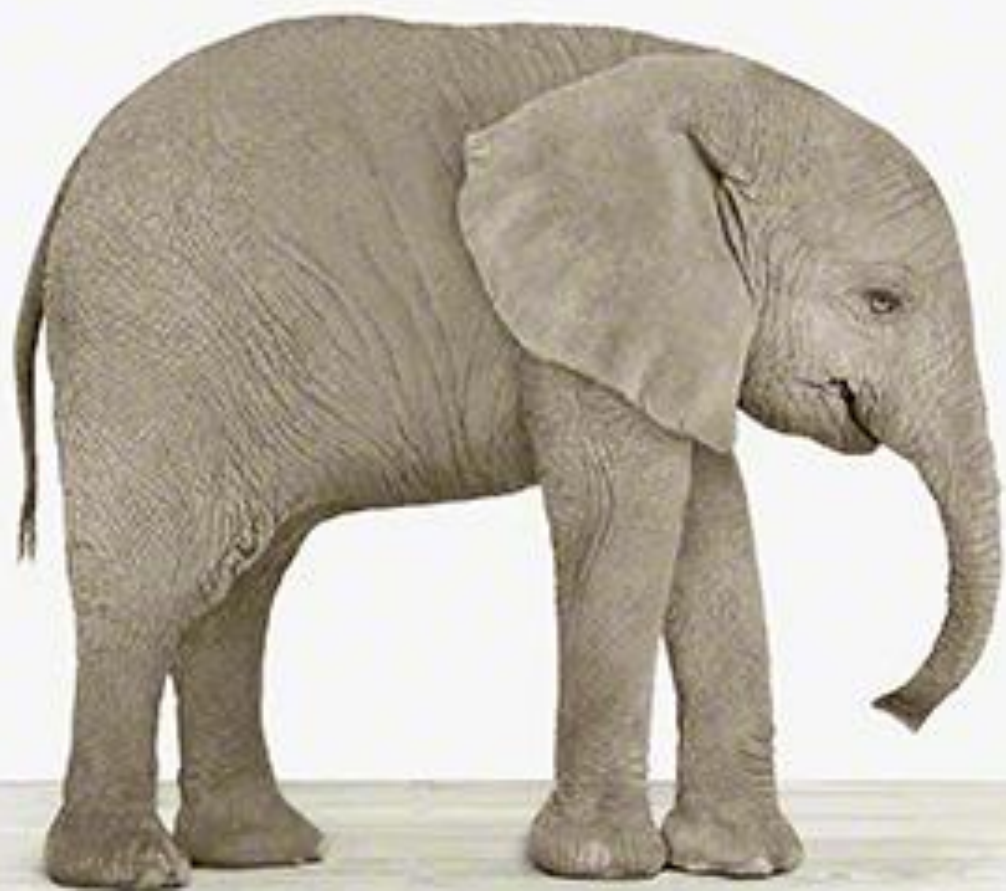


**“Most districts
are not ready”**

Ryan Powers
Assistant Superintendent
Bridgewater-Raynham Public Schools

Takeaways

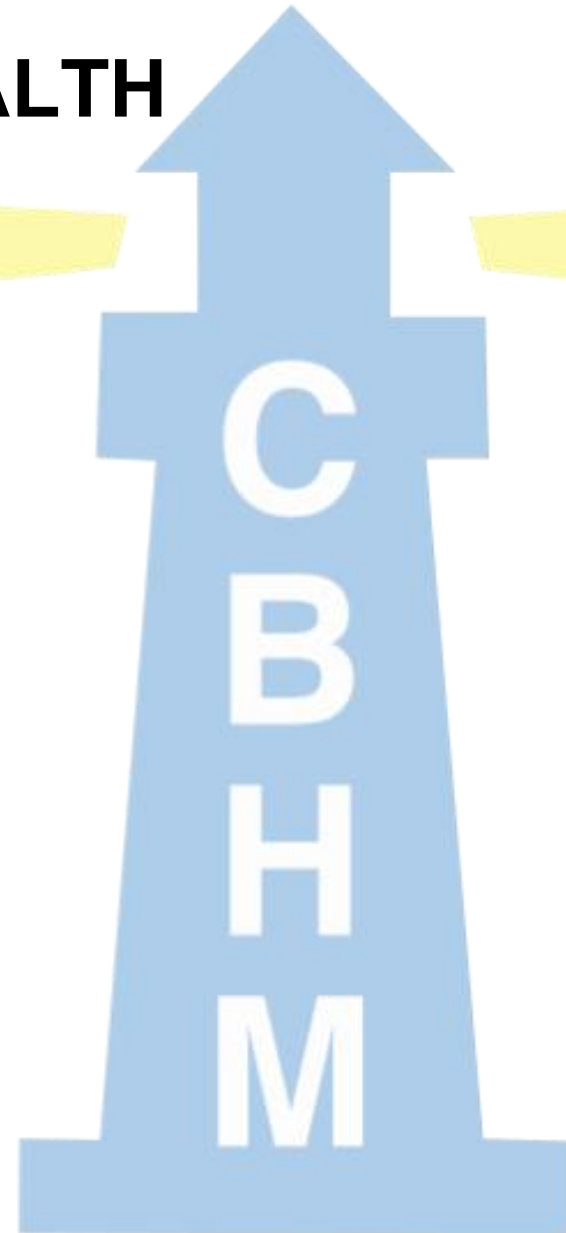
1. Schools have a very important role! It is to create whole-school safe and supportive environments – that both include and refer for collaborative services!! – so all students can learn and thrive.
2. Screening or identifying is contraindicated in schools that do not already have a trauma-sensitive culture in place and where students have not established nurturing, respectful, caring relationships with trusted adults (or where those relationships might be undermined).
3. Universal screening in schools is problematic because not all students who have experienced adversity will struggle in school. Considering the potential role of trauma should only occur as one part of needs assessment in the Tier 2 or Tier 3 context.
4. Because of the high potential for stigma, screening for *experiences* is more problematic than identifying *clusters of symptoms* in students who are exhibiting observable difficulties at school.
5. There are other settings where screening is less problematic and more effective (e.g., the pediatrician's office).





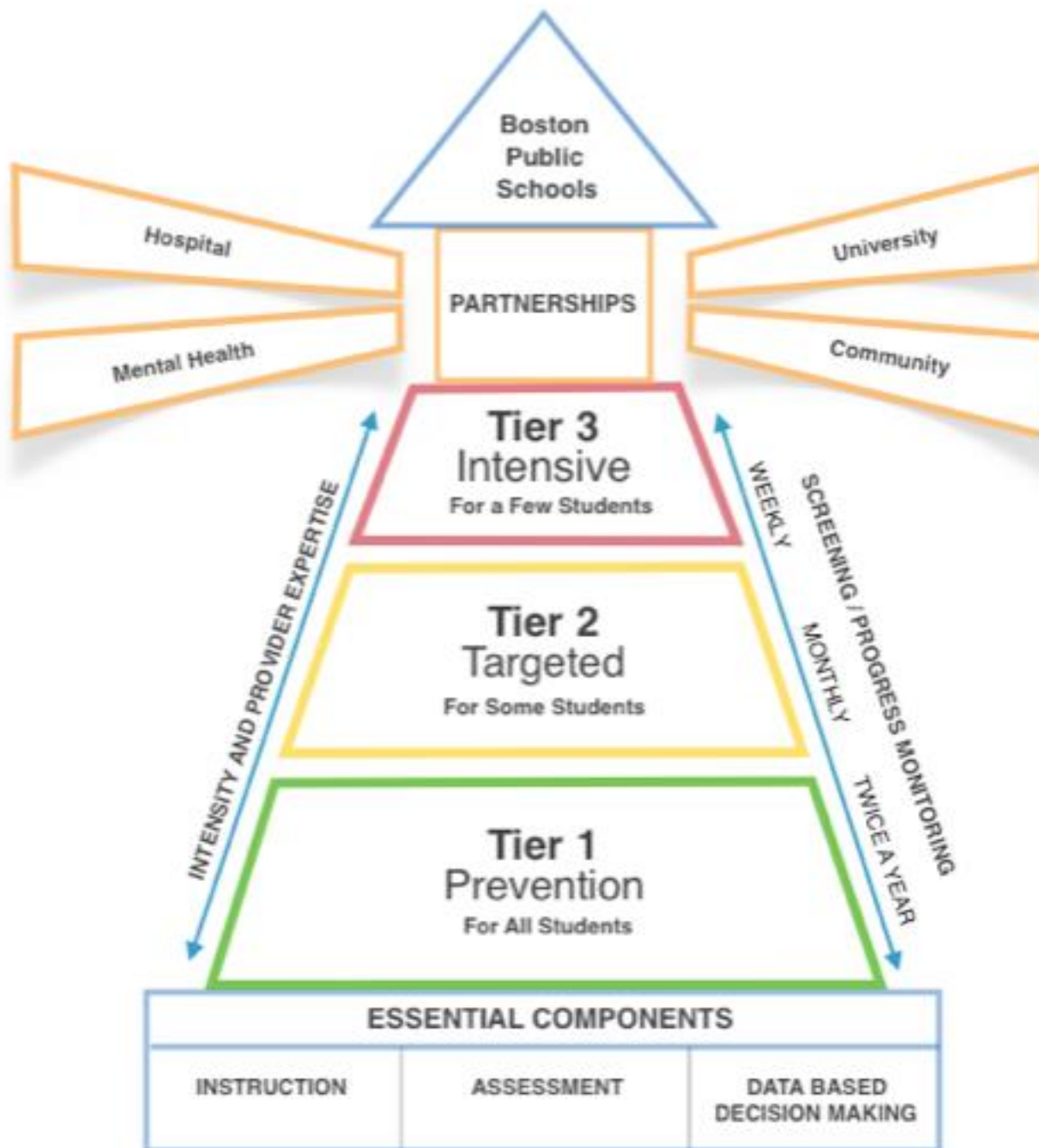
COMPREHENSIVE BEHAVIORAL HEALTH MODEL (CBHM)

Model Overview &
Student Outcomes

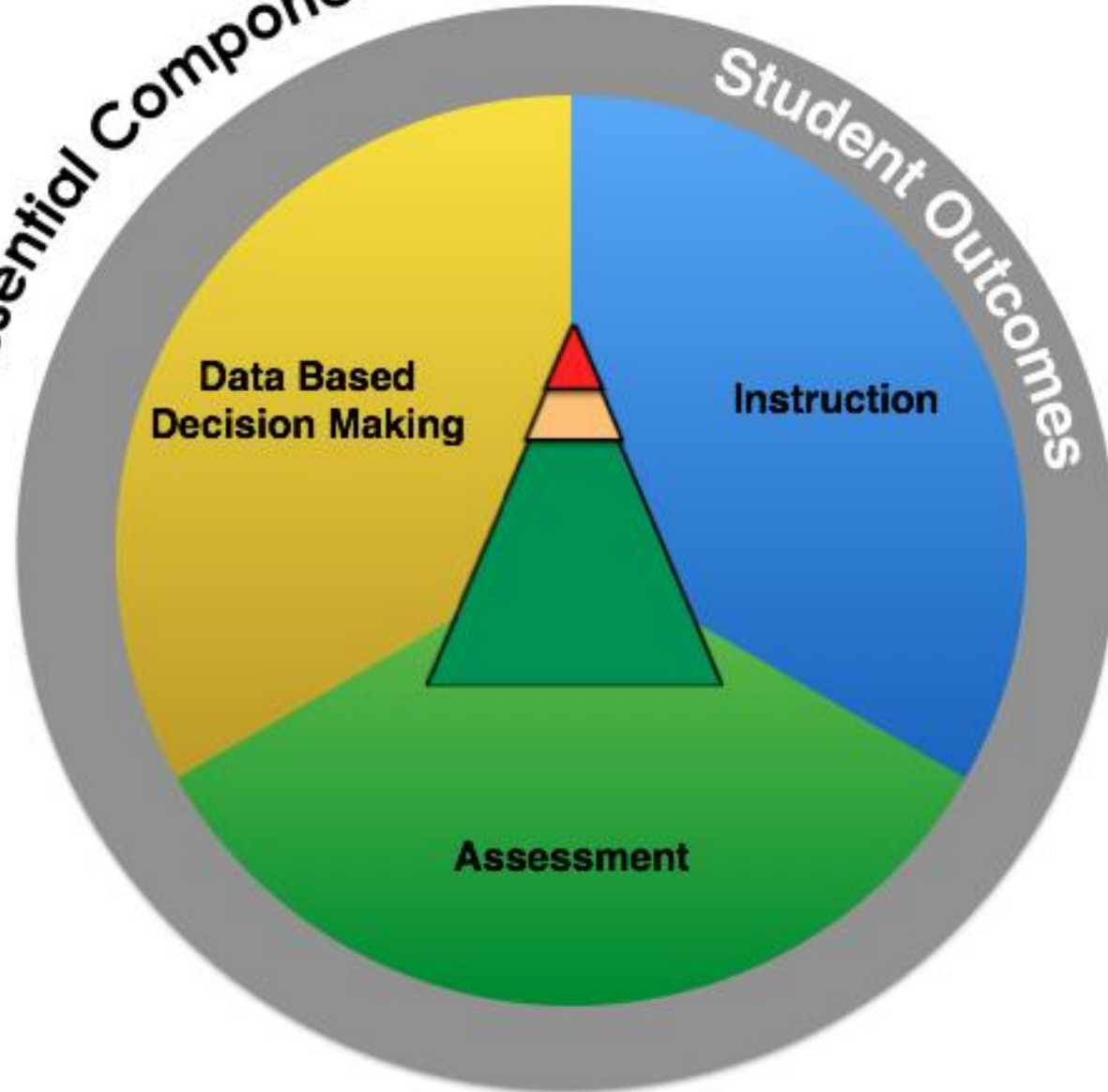


Every Child Deserves a Safe & Supportive School

- Preventative model to build capacity within BPS to meet the **behavioral health & social emotional** needs of all students.
- Builds capacity within BPS schools to **provide instruction and intervention supports** along a continuum of student need (e.g. universal, targeted, intensive).
- Incorporates use of a **universal screener** to identify students at risk for social, emotional and/or behavioral health concerns early, and monitor student progress throughout intervention services.
- Implementation began in 10 schools during the 2012-13 School Year.
- Currently being implemented in **60 BPS schools**, serving over **24,000** students.





Essential Components of MTSS



CBHM at Tier 1

	WHAT	WHY	HOW
INSTRUCTION	<ul style="list-style-type: none"> School Wide Positive Behavioral Interventions and Supports (SWPBIS) 	Students need to know behavioral expectations throughout the school building in order to be successful in the school environment	Organize the school environment to prevent problem behaviors and reinforce positive behaviors
	<ul style="list-style-type: none"> Social Emotional Learning (SEL) Curricula 	Students need social and emotional skills to successfully navigate interactions with peers and adults	Instruction in fundamental social skills, such as empathy, relationship building, and conflict management
ASSESSMENT	<ul style="list-style-type: none"> Universal Screening 	Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.	Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)
DATA BASED DECISION MAKING	<ul style="list-style-type: none"> Problem Solving Teams & Data Based Decision Making 	School teams need to understand how to use universal assessment data to make systemic decisions about instruction	School teams are effectively organized to promote efficient data-based decision making.

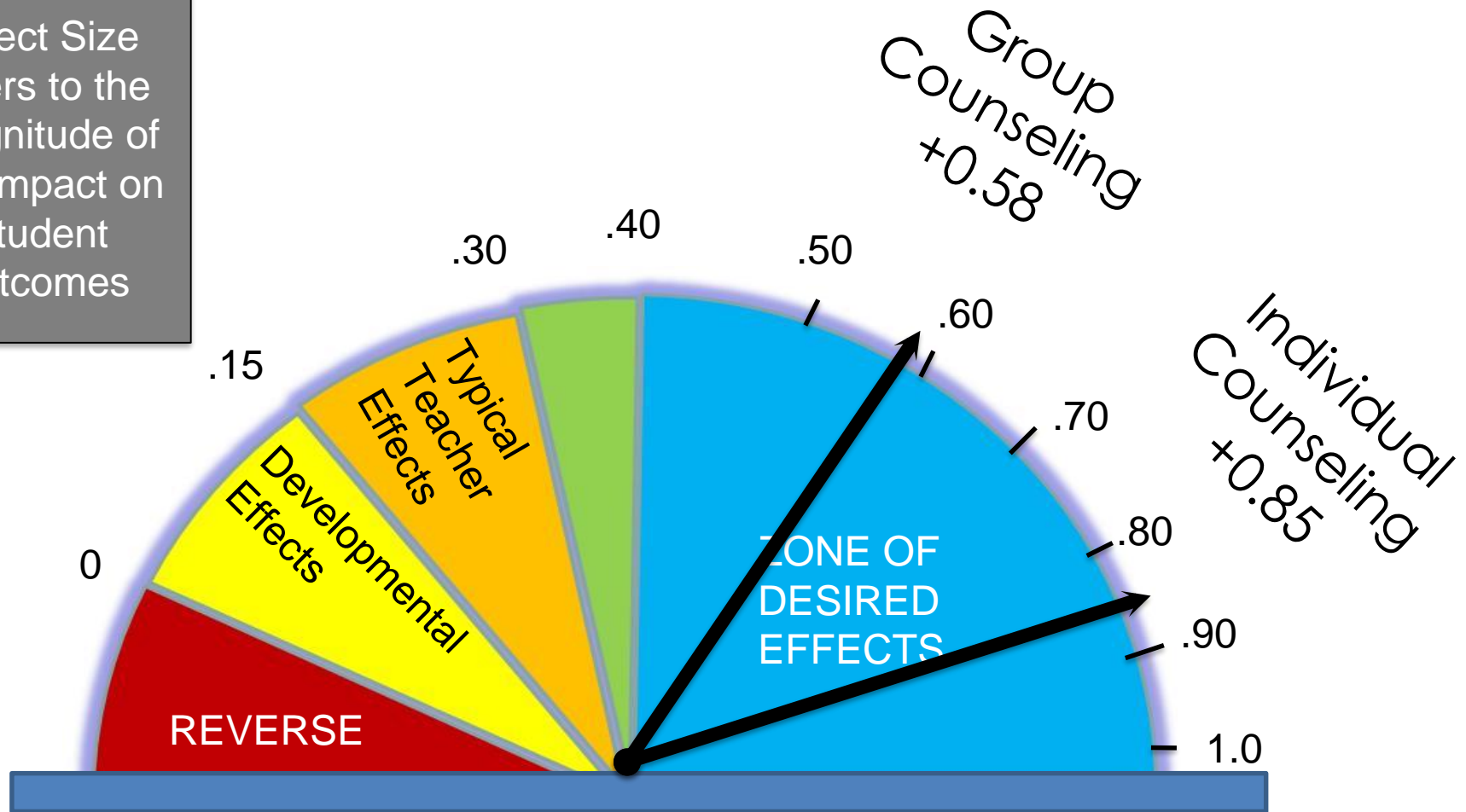
BEHAVIOR INTERVENTION MONITORING ASSESSMENT SYSTEM (BIMAS)

		BIMAS Scale	Measures...
CONCERNS (Identify Risk)		Conduct	Anger management, bullying behaviors, substance abuse
		Negative Affect	Anxiety, depression
		Cognitive/Attention	Attention, focus, organization, planning, memory
ADAPTIVE (Strengths)		Social	Friendship maintenance, communication
		Academic Functioning	Academic performance, attendance, ability to follow directions

ADDITIONAL INFORMATION: <http://www.edumetrisis.com/products/282-bimas-2>

Effect Sizes: Behavioral Health

Effect Size refers to the magnitude of the impact on student outcomes

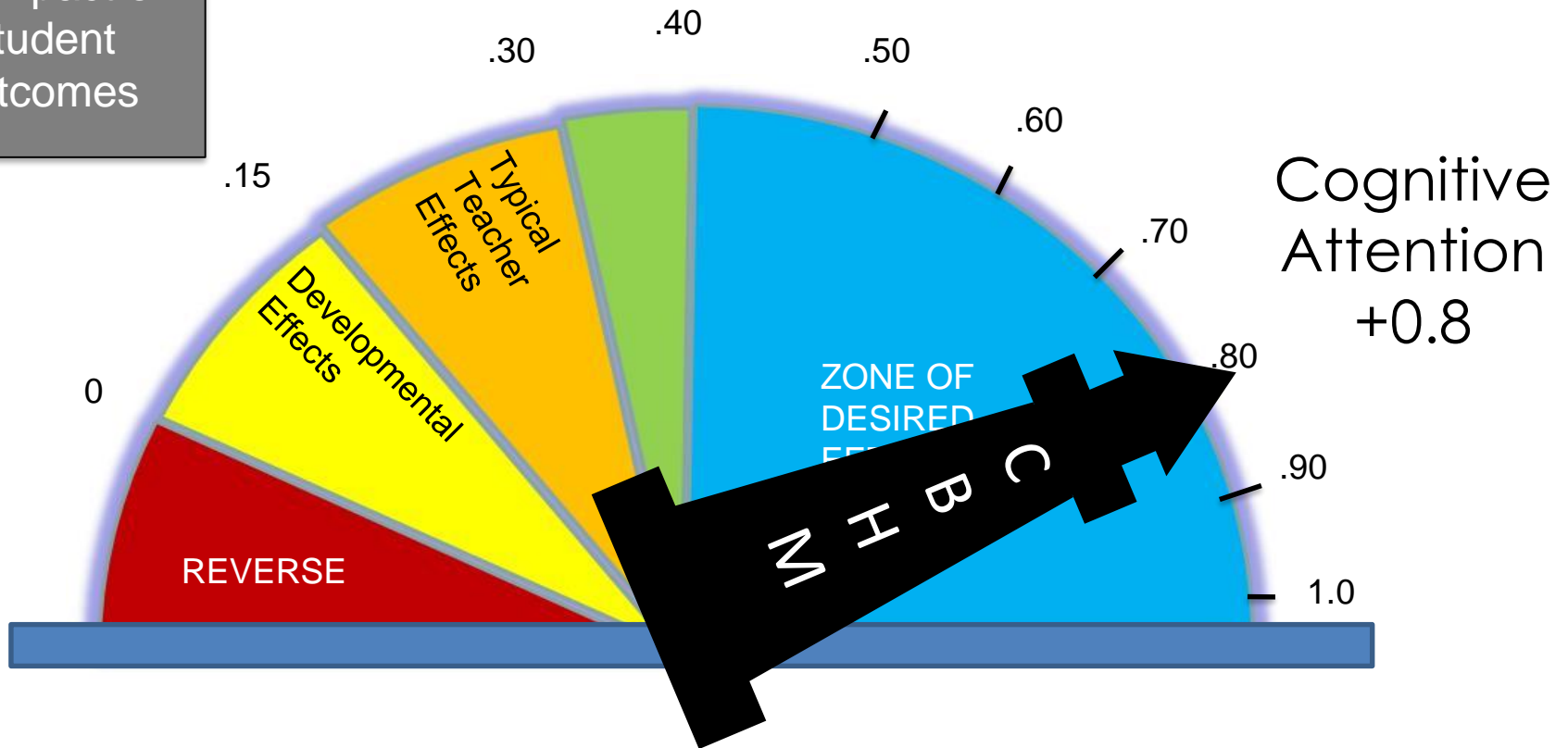


Reynolds, Wilson, & Hooper (2012)



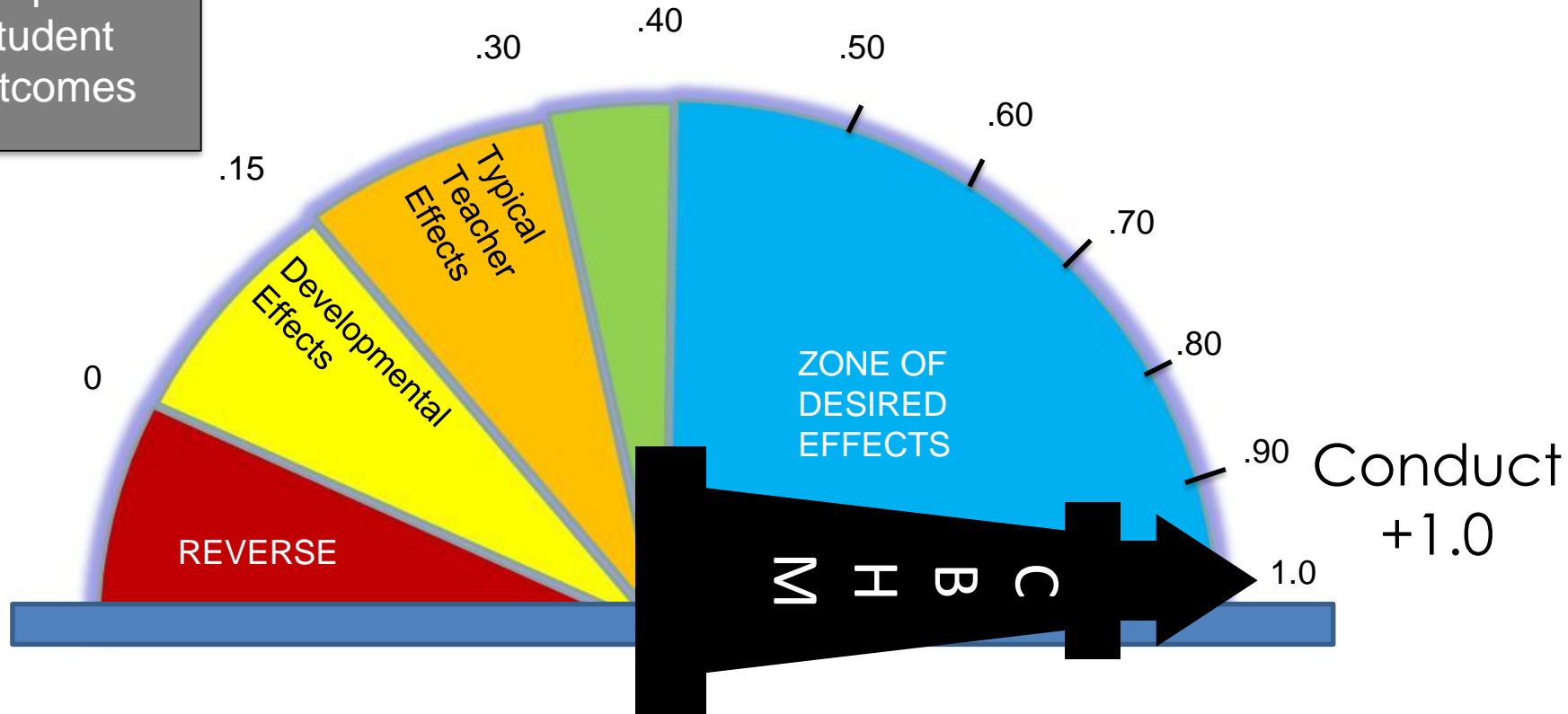
Effect Sizes: CBHM

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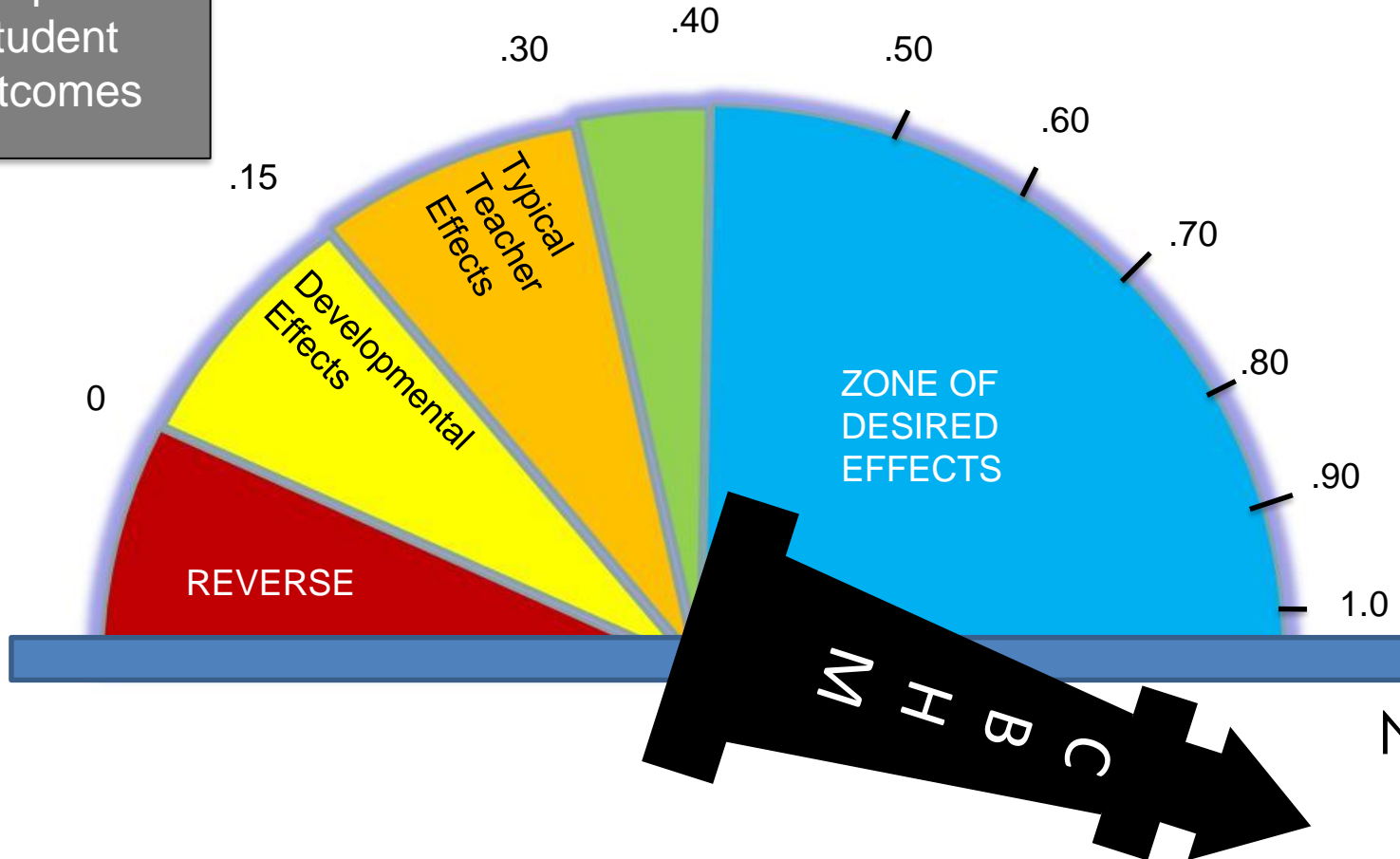
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes



Effect Sizes: CBHM

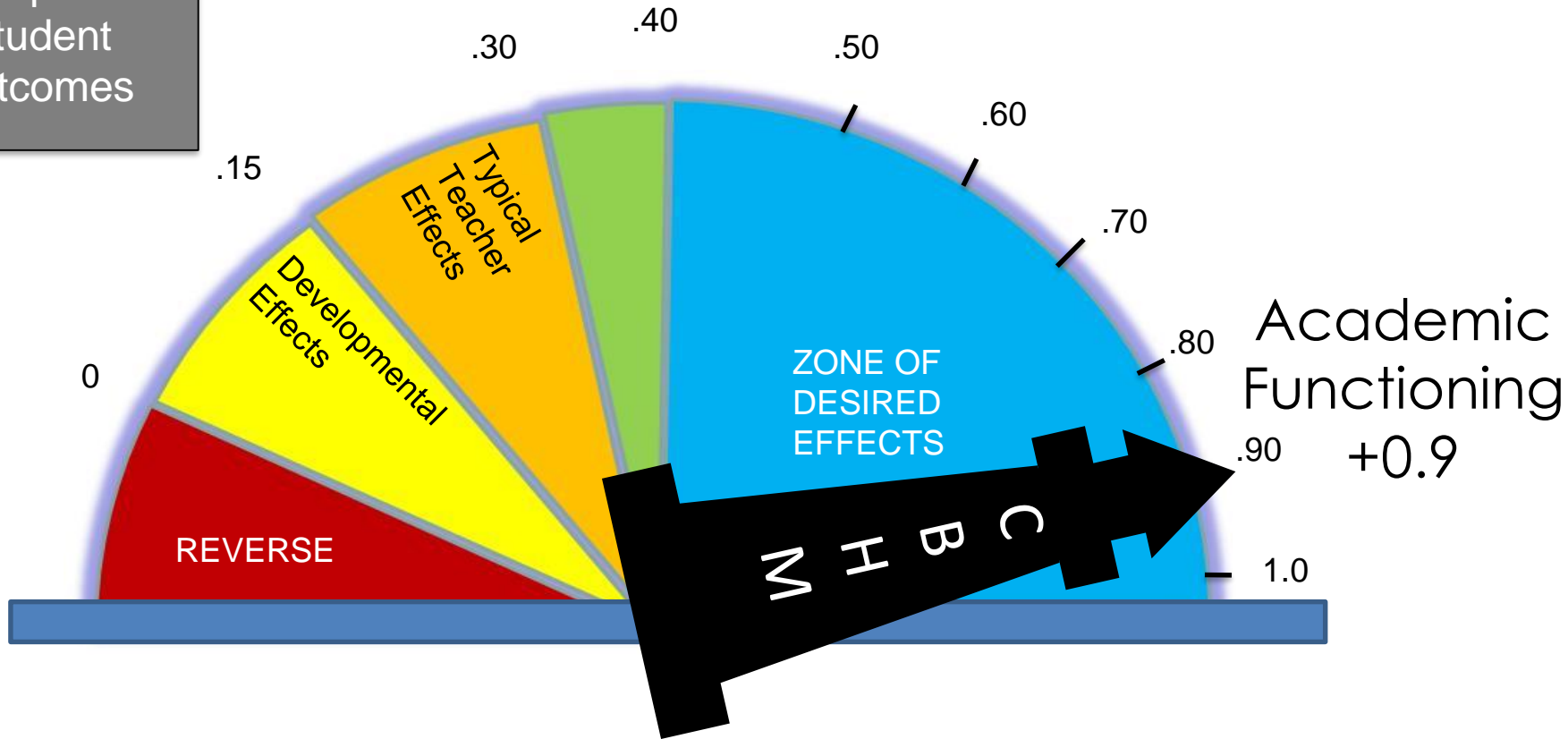
Effect Size refers to the magnitude of the impact on student outcomes



Negative
Affect
+1.2

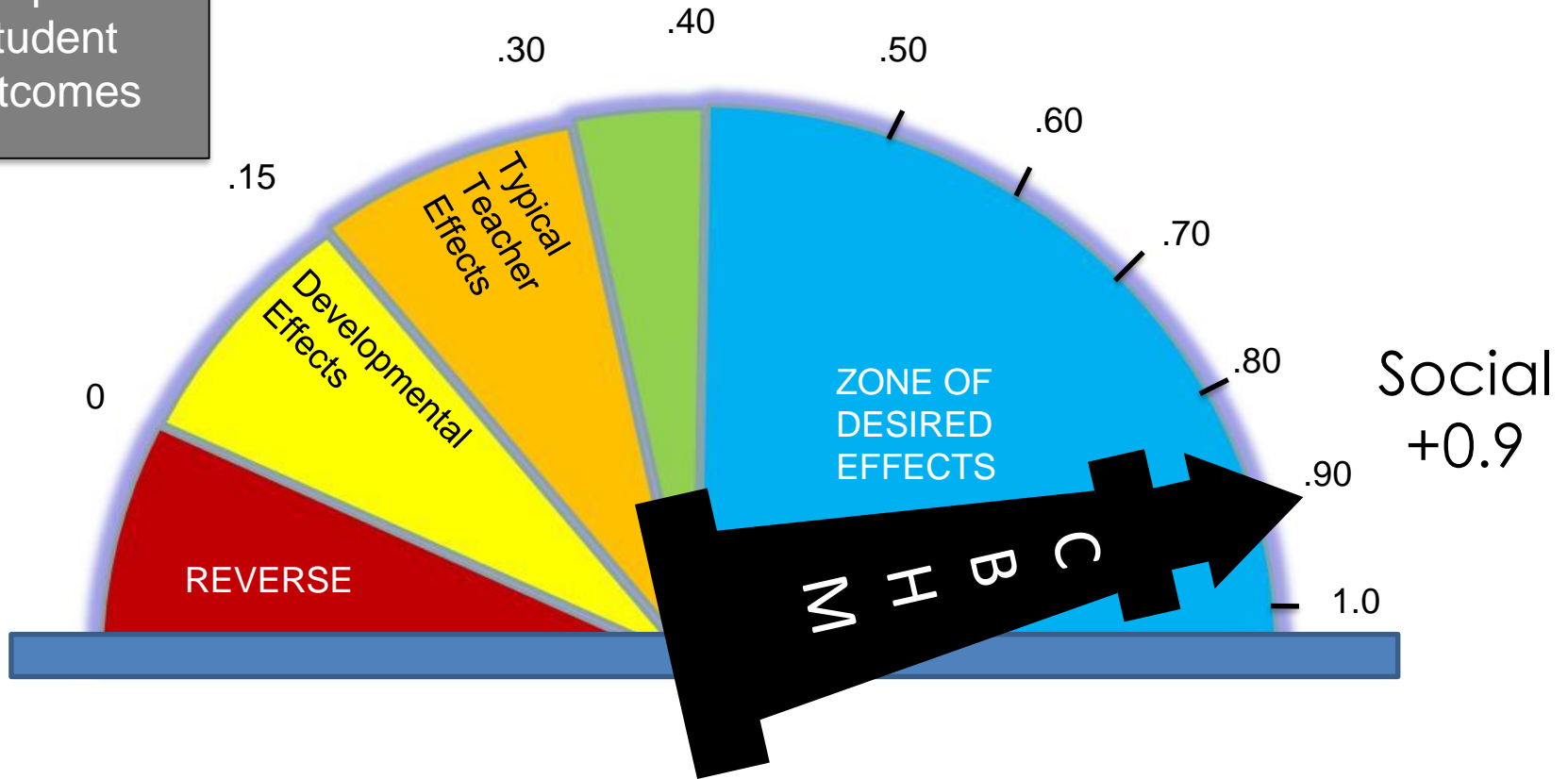
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes



Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes



BHS Partners

- Mental Health Partners
(See right)
- University Partners
UMASS Boston
Tufts
Northeastern
William James College
- Allied City Agencies
BPD
BPHC
- State Agencies
BEST
DMH
- National Associations
NASP
National Coalition for Safe
Schools

Mental Health Partners

- Alliance for Inclusion and Preventions
- Arbour
- BEST team
- Boston Children's Hospital
- Boston Metro DMH
- Boston Police Department
- Boston Public Health Commission
- Children's Advocacy Center
- Children's Services of Roxbury
- Doc Wayne Youth Services
- Family Services of Greater Boston
- Franciscan's Hospital
- Home for Little Wanderers
- Italian Home
- Judge Baker Children's Services
- North Suffolk
- South Bay Mental Health
- South End Community Health Center
- Walker

QUESTIONS?

For additional information regarding CBHM, please contact:

Andria Amador, CAGS, NCSP

Senior Director

Behavioral Health Services

Office of Social Emotional Learning & Wellness

Boston Public Schools

aamador@bostonpublicschools.org

or visit us online at

www.cbhmboston.com



Boston Children's Hospital Neighborhood Partnerships (BCHNP)

Program Overview
April 2019



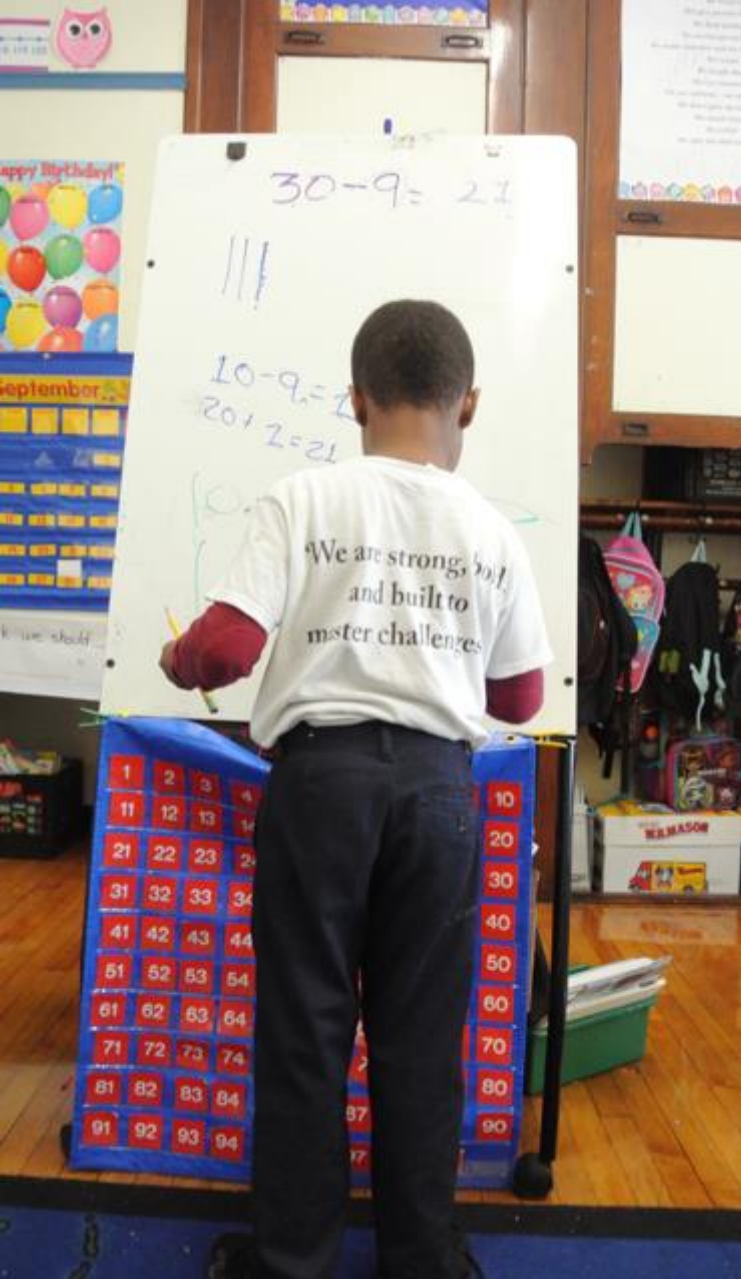
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BCHNP

- Community **Behavioral Health Program** in the Department of Psychiatry of Boston Children's Hospital
- Affiliated with the Office of Community Health at BCH
- Began in **2002**
- Team of **21 staff members** (social workers, psychologists, psychiatrists)
- Partnering with **17 schools** and **2 community health centers** in urban Boston
- Leading partner with Boston Public Schools in developing and implementing a Comprehensive Behavioral Health Model (CBHM)
- Providing depression awareness curriculum to high schools **across the nation**

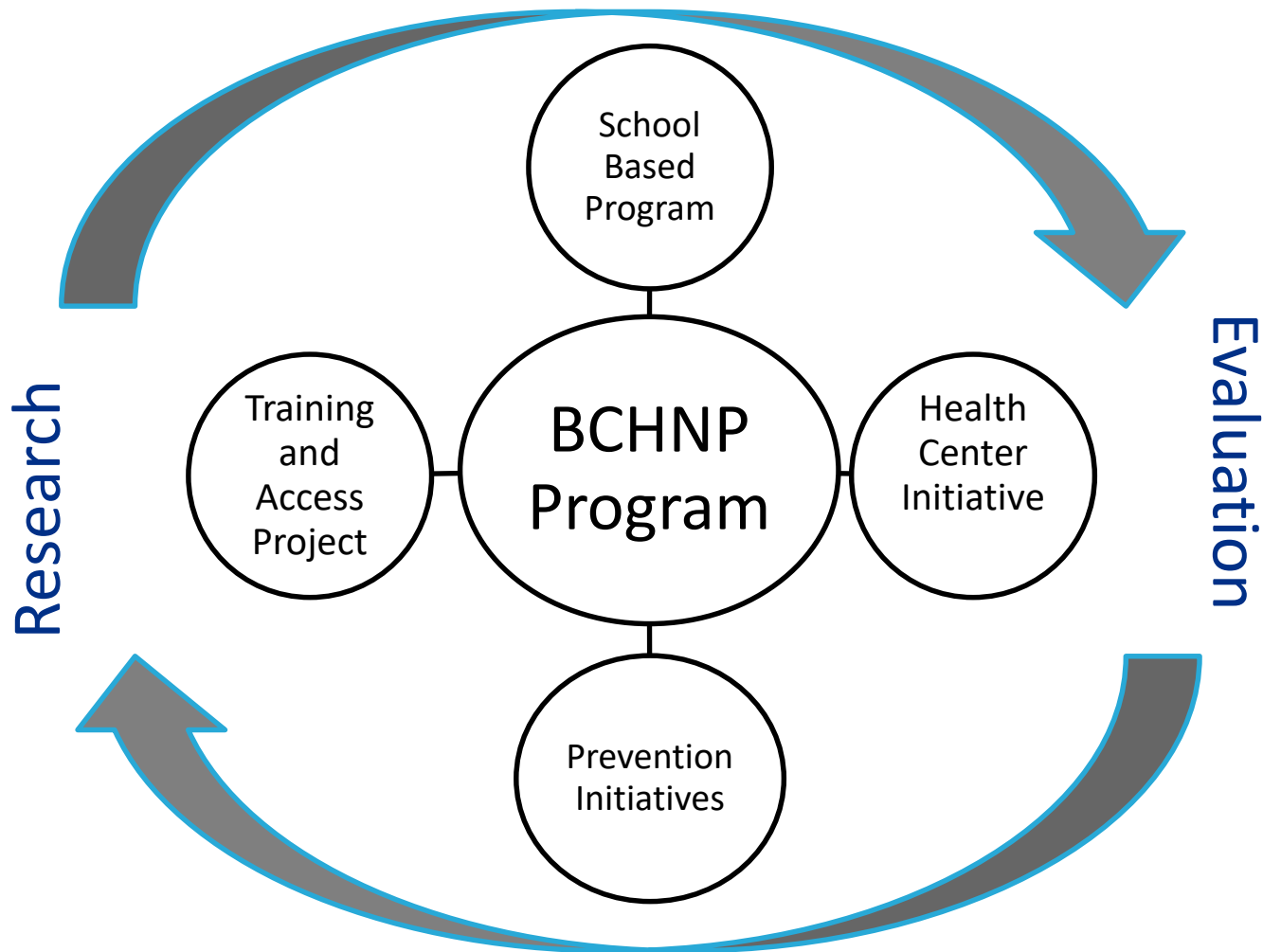


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Program Overview



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Program Goals

1. To increase access to high quality, culturally relevant behavioral health services for children and adolescents
2. To promote children's healthy social-emotional development in youth
3. To build the sustainable behavioral health capacity of partner organizations
4. To promote systemic change in behavioral health service delivery
5. To provide services that achieve a high rate of satisfaction with all stakeholders

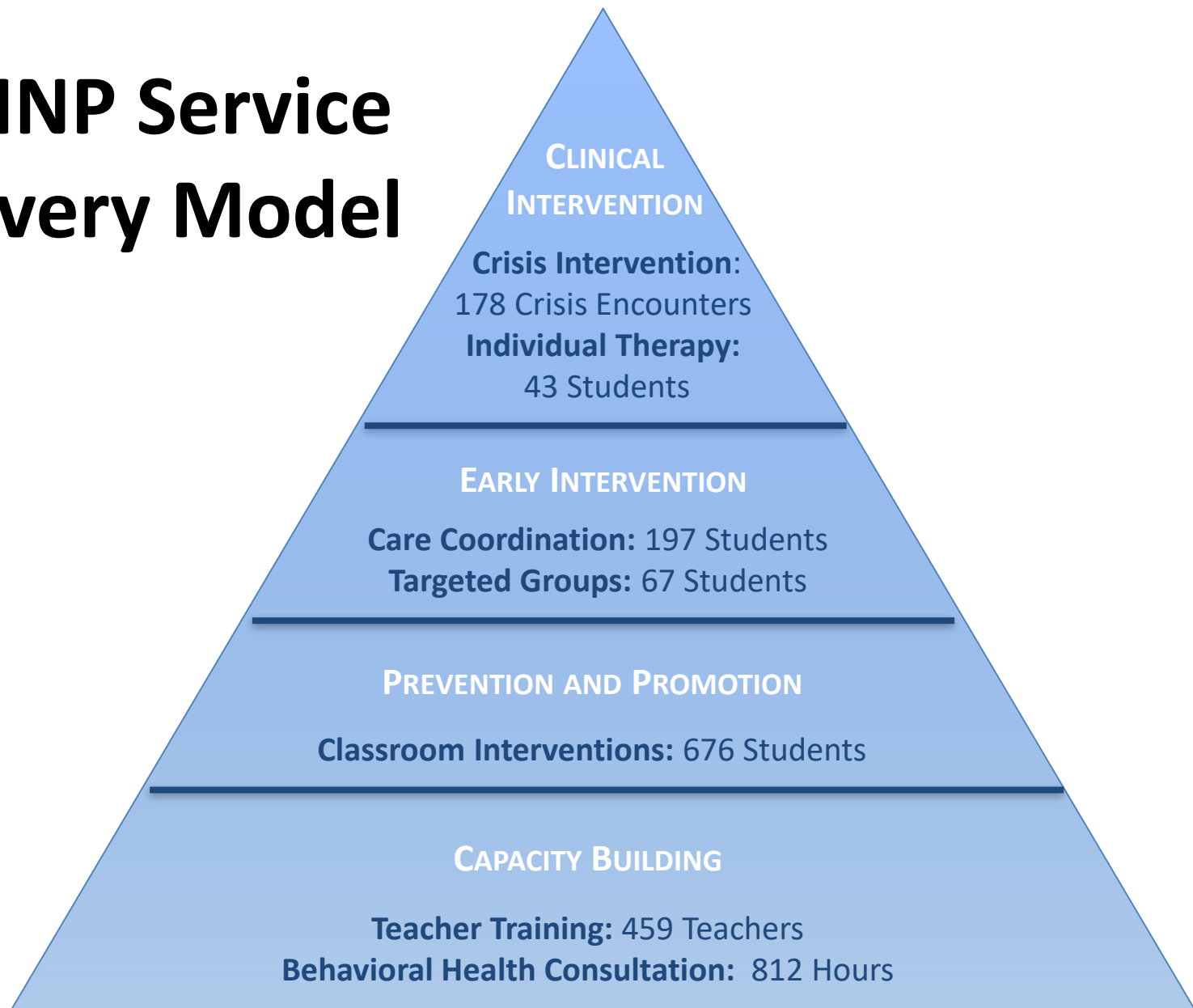


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BCHNP Service Delivery Model



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Gloria and Charles Clough Foundation Training and Access Project (TAP)

Program Components

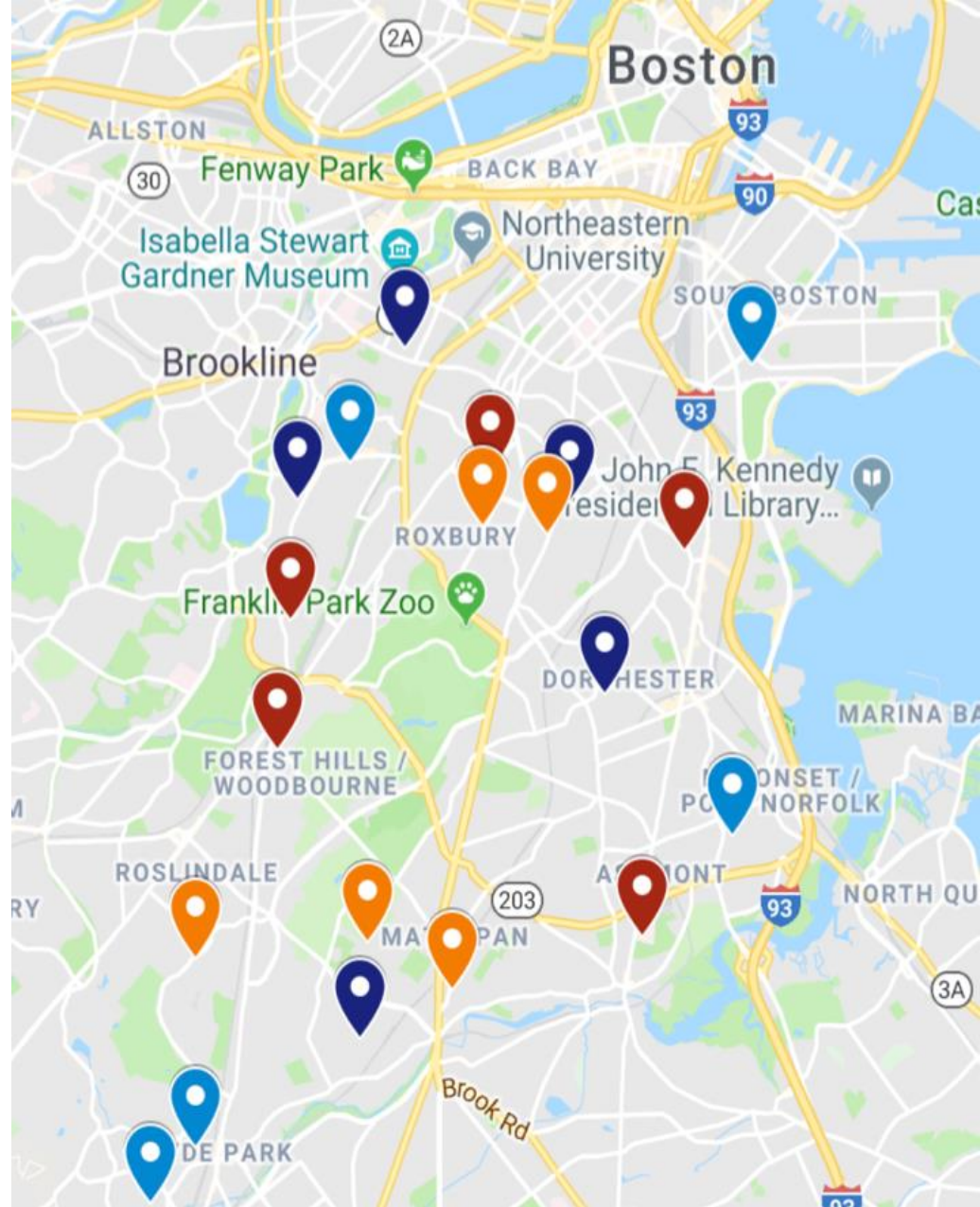
Learning Collaborative

- Professional development on social, emotional, and behavioral health related topics
- 11 Trainings over two years

Consultation

- Support building the capacity of the school to better address behavioral health
- 120 hours over two years
- On-site consultation

10 Partnering Schools



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Learning Collaborative



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Professional Development Year 1

Topics By Month

September 27, 2018	An Overview of Social Emotional Development: What Can We Expect in the Classroom?
October 25, 2018	Strategies for Supporting Students in the Classroom
November 29, 2018	What is Behavioral Health? Symptoms and Systems
January 31, 2019	Tips and Tools for Crisis Intervention and Management
February 28, 2019	Stress Management and Self-Care for the Educator
March 21, 2019	Understanding Trauma and the Impact on Learning
May 23, 2019	Implementing School-Wide Initiatives: Developing Strategies for Addressing Social Emotional Health for 2019- 2020



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Professional Development Year 2

Topics By Month

September 20, 2018	Building Effective Teams to Address Social, Emotional, and Behavioral Health
November 15, 2018	Creating Engaged Partnerships with Families and Caregivers
January 17, 2019	Strategies for Sustainable Change in Schools
June 13, 2019	Agents of Change: Managing Transitions and Keeping the Work Going



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TAP Online

In order to reach more schools beyond Boston, we developed TAP Online.

It is a series of free trainings for educators and school communities everywhere.

The online trainings cover a variety of topics related to social, emotional, and behavioral health in schools, and are adapted from our training series facilitated in the Boston Public Schools.



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TAP Online Trainings

Website:

childrenshospital.org/TAPonline

- [An Overview of Social-Emotional Development: What Can We Expect in the Classroom?](#)
- [Introduction to Behavioral Health in Schools: Supports for Students](#)
- [Managing Behavioral Health Crises in Schools](#)
- [Understanding Trauma and the Impact on Learning Part I: Definitions and Effects on the Brain](#)



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Training and Access Project (TAP)

TAP ONLINE TRAINING: MANAGING BEHAVIORAL HEALTH CRISES IN SCHOOLS

☑ you're enrolled in this course

The Clough Foundation Training and Access Project (TAP) is an initiative within the Boston Children's Hospital Neighborhood Partnerships Program (BCHNP) in the Department of Psychiatry at Boston Children's Hospital. BCHNP is a community-based behavioral health program that partners with Boston Public Schools. In order to reach schools beyond Boston, TAP is developing a series of free online trainings for educators and school communities.

This TAP Online training is called **"Managing Behavioral Health Crises in Schools."** This training opens with definitions of behavioral health and a behavioral health crisis. Beginning with prevention, it will describe key components of developing a crisis protocol and why it is helpful to have a school-wide plan. Concrete strategies for supporting students during a behavioral health crisis using a variety of techniques are discussed, as well as ideas for partnering with caregivers using a strengths-based and culturally responsive approach. There are considerations for when to refer for an emergency behavioral health evaluation and best practices when using emergency services. It describes various treatment options and facilitating communication between schools and providers. Knowing that students will continue to need support following a crisis, the training also shares tips and tools for planning a thoughtful transition plan for students returning to school after a crisis.

Interviews with school professionals from elementary, middle, and high schools are featured throughout these videos, discussing how they have addressed behavioral health crises in their schools.

A certificate of completion and access to additional resources are provided at the end of the training.

CURRICULUM OUTLINE

- ☑ Pre-Course Survey
- ☑ Chapter 1: Managing Behavioral Health Crises in Schools Training Overview
- ☑ Chapter 1 - Training Overview
- ☑ Chapter 2: What is Behavioral Health?
- ☑ Chapter 2 - What is Behavioral Health?
- ☑ Chapter 2 - Function of Behavior
- ☑ Chapter 2 - What is a Behavioral Health Crisis?
- ☑ Chapter 2 - Take-Home Messages



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In Production

- Impact of Trauma on Learning
Part II: Effect on Behavior,
Learning, and Relationships
- Impact of Trauma on Learning
Part III: Strategies for Schools
to Support Students



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Contact Information

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617-919-3201



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Questions & Discussion

- Should we be conducting trauma screenings & assessments in schools?
- Should we be providing more universal school-based trainings – and if so, how?
- Are there other school-based approaches we should be considering?
- What are the challenges and barriers to improving school responses to trauma?

Next Meeting

May 14th

9am – 11am

Location: One Ashburton Place, 13th Floor, Room 1306