

Childhood Trauma Task Force

October 2, 2023

1pm-3pm

Agenda

- Welcome and Introductions
- Approval of August 2023 Meeting Minutes
- OCA Updates & Housekeeping
- Update on 2023 Work Plan
- Presentations on Trauma Supports in K-12
 - DESE Trauma-Responsive Initiatives
 - Thriving Minds

OCA Updates & Housekeeping

- Center on Child Wellbeing & Trauma (CCWT) moving from ForHealth Consulting @ UMass to OCA
- Last CTTF meeting is on December 4 (1-3pm)
- Annual Report Process
 - Draft annual report will be sent out in November (~ 2 weeks prior to December 4 meeting)
 - Members will have an opportunity to send changes/feedback by email in advance
 - Members will vote on annual report on Dec 4

Update on 2023 Work Plan

How can the CTF develop more specific recommendations on trauma services?

Mapping out trauma trainings

- Scope of project is broad. To align with CTF mandate and CCWT partnership with state agencies, 2023 work would focus on:
 - Early care and education: EEC policies and regulations for childcare providers
 - Juvenile justice: DYS employee and contractor trainings
 - Additional agencies TBD

Mapping out trauma BH supports?

- Challenges:
 - We are not aware of anyone tracking available BH supports for children (e.g. TF-CBT, ARC, CPP, CPIT, CBITS)
 - Families need up-to-date information on trauma services
- What recommendations could this group make that would help ensure families have access to this information?

Trauma Supports in K-12 Presentations

- DESE Office of Student and Family Support Initiatives:
 - Safe and Supportive Schools
 - Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness
 - Massachusetts Rethinking Discipline Initiative
- Thriving Minds
 - TTA work
 - bryt
 - Challenges & policy recommendations

Safe and Healthy Learning Environments: Office of Student and Family Support

Fall 2023

Agenda

- Setting context: Office of Student & Family Supports
- Alternatives to Exclusionary Discipline
- Safe and Supportive Schools
- Initiatives to Support Mental Health
- Resources

Office of Student and Family Support

- ASOST
- Bullying Prevention and Intervention
- Early Learning
- Educational Stability
- Emergency Management
- Mental Health and Behavioral Health
- 21st Century Community Learning Centers (CCLC)
- Safe and Supportive Schools
- Social-Emotional Learning
- Student Attendance
- Student Discipline
- Trauma Sensitive
- McKinney-Vento Homeless Education

[Student and Family Support \(SFS\) - Massachusetts Department of Elementary and Secondary Education](#)

Alternatives to Exclusionary Discipline

Background Context

- Research has consistently shown that student outcomes are negatively affected by exclusionary discipline.
- Suspensions are associated with lower academic achievement and rates of college completion, higher dropout and arrest rates, and higher levels of problematic health outcomes.
- National and state data showing disparities in discipline rates for students of color, students with disabilities, low-income students, and more.

Rethinking Discipline Components of New Mental Health Law – Office of Student and Family Support

- Info included in the 11/7/22 [Commissioner's Weekly Update](#). Student Discipline Regulations [603 CMR 53.05](#) amended to conform to the new law language (9/19/23).
- Augments requirements established as part of 2012 Chapter 222 [G.L. 71, s.37H $\frac{3}{4}$ (b)]. Does not apply to s.37H or H $\frac{1}{2}$.
- Focuses on engaging and re-engaging students in learning, and using (and documenting use and results of) alternatives to suspension, unless:
 - Specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive.
 - The student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative Remedies & School/District-Wide Models to Re-Engage Students

- “Alternative remedies” may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.
- School- or district-wide models shall be implemented, to re-engage students in the learning process, such as (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models. However, these school or district-wide models shall not be considered a direct response to a specific incident.
- [Guidance](#) document is on the [Rethinking Discipline Initiative webpage](#).

Professional Development Aligned to the New Mental Health Law

- Three asynchronous mini-modules on alternatives to exclusionary discipline practices ([flyer](#))
 - restorative practices
 - conflict resolution
 - peer mediation
- Two synchronous check-ins led by The Equity Imperative (Spring '23)

Funding Sources through DESE-Grants

DESE Grant Funding

- *Safe and Supportive Schools*
 - *Creating and implementation action plans that strengthen equitable, culturally responsive and sustaining, safe, positive, healthy and inclusive whole-school learning environments and making effective use of a system for integrating services and aligning initiatives that promote students' behavioral health, including social and emotional learning and more.*

Safe and Supportive Schools Grant

- Competitive Grant – Fund Code 335
 - Option 1 (Action Planning)
 - Option 2 (Implementation and Support)
- Continuation Grant – Fund Code 337
- Evaluation Activities
- Professional Development

Initiatives to Support Mental Health

DESE Grant Funding

Example includes:

- *Supporting Students' SEL, Behavioral & Mental Health (MH), and Wellness through MTSS (SEL & MH Grant)*
 - developing comprehensive, integrated multi-tiered systems for student, family, and educator social-emotional and/or mental health supports; and
 - building sustainable infrastructure to facilitate integrated coordination between school and community-based services and/or providers.
- *FY23 continuation SEL Mental Health Grant awardees-*
<https://www.doe.mass.edu/grants/2022/awards/613-311-332.docx>
- *FY23 competitive SEL Mental Health Grant awardees-*
<https://www.doe.mass.edu/grants/2023/awards/311.docx>

Piloting Universal Mental Health Screening

- *FY22 Thirty districts participated in piloting universal mental health screening.*
 - *By end of June 2022, a total of 36,105 students were screened(ranging from 15 students for a smaller district to 11,443 for a larger district).*
 - *Of the 36.105 students screened, 3,014(8.3%) needed additional supports or follow-up screenings.*
- *FY23 Twenty districts participated in piloting universal mental health screening.*
 - *By end of June 2023, a total of 11,805 students (ranging from 10 students for smaller districts to 3,985 students for a larger district).*
 - *Of the 11,805 students screened, 775(6.6%) needed additional supports or follow-up screenings.*

Universal Mental Health Screening Tools:

Example tools include:

- *Generalized Anxiety Disorder 7 item(GAD-7)*
- *Revised Child Anxiety and Depression Scale(RCADS)*
- *Behavior Intervention Monitoring Assessment System- 2(BIMAS-2)*
- *Signs of Suicide(SOS)*
- *Devereux Student Strengths Assessment(DESSA)*
- *SAEBRS (Social, Academic and Emotional Behavior Risk Survey)*

Guidance/Information/Professional Development

Examples include:

- Holistic Support and Enrichment, SEL, Health and Safety Newsletter
[Sign-up](#) & [See Past Issues](#)

- [Mental & Behavioral Health and Wellness Supports Page](#)

- [Multi-Tiered System of Support \(MTSS\)](#)

[Multi-Tiered Systems of Support \(MTSS\) Academies](#)

- E.g., SEL/Mental Health, Systemic Student Support (S3), and Culturally Responsive Teaching
- Youth Mental Health First Aid training

Resources to support Newcomers

Examples include:

[Memo from Commissioner: Welcoming Newcomers & Refugee Students and Families](#)

- [US Department of Education's Newcomer Toolkit \(updated June 2023\)](#)
- ["Enrolling and Supporting Newcomer Students in Massachusetts Schools & Districts"](#)

Office of Student and Family Support Staff

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спасибо
danke 謝謝
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Presentation to the Childhood Trauma Task Force

October 2, 2023





Overview of Thriving Minds

Thriving Minds—a collaboration between bryt, the Massachusetts School Mental Health Consortium, and the Rennie Center for Education Research & Policy—aims to help educators build comprehensive school mental health systems

We have worked in partnership with the Center on Child Wellbeing & Trauma (CCWT) and Department of Elementary and Secondary Education (DESE) to offer a range of professional learning opportunities



Trainings on trauma-responsive practices for school mental health

We've offered a **professional development series** in both the 2021-22 and 2022-23 school years:

- What is trauma?
- Assessing progress using the TRS-IA
- Tier I (classroom-level) interventions
- Tier II and III (outside the classroom) interventions
- Teaming, screening, and data
- Building a community of care and prioritizing adult wellbeing



Key takeaways from our trainings are also captured in an [online toolkit](#), available on CCWT's website

The screenshot displays a web page titled "Trauma-Informed, Healing-Centered School Practices" with a progress indicator showing "0% COMPLETE". The page is divided into three sections: "What is Trauma?", "Using the Trauma-Informed Schools Implementation Assessment (TRS-IA)", and "Interventions Across the Tiers, Part 1: Classroom and Universal Practices". The "What is Trauma?" section is currently active, showing a heading "What is Trauma?" and a sub-heading "Race-Based Post Traumatic Stress". The text explains that people of color experience unique psychological and emotional distress due to racism and discrimination, which can lead to PTSD symptoms. It lists methods to support different trauma responses: 1. Identify and 2. Validate. A diagram on the right illustrates the levels of trauma: Macro (Society-level events or policies that are racist) and Meso (Meso-level aggressions comprise race-based traumas on the scale of a specific contained community or organization).

Trauma-Informed, Healing-Centered School Practices
0% COMPLETE

Home

Page 1 of 7

What is Trauma?

Race-Based Post Traumatic Stress

People of color suffer a unique psychological and emotional distress due to racism and discrimination. This distress can be experienced on a macro, meso, or micro level and can lead to post-traumatic stress disorder (PTSD) symptoms.

Methods to support different trauma responses:

1. Identify
2. Validate

Macro

- Society- level events or policies that are racist

Meso

- Meso-level aggressions comprise race-based traumas on the scale of a specific contained community or organization

bryt

MASMHMC

RENNIE CENTER
EDUCATION RESEARCH & POLICY

Coaching on implementing trauma-responsive practices

Thriving Minds coaches have worked with 21 district teams over the past two years to help them **assess their current practices** and **implement new strategies**

- Teams work through the TRS-IA and develop action plans
- Many teams have used the [Trauma-Sensitive Classrooms Strategy Guide](#) to inform their plans
- We're planning to continue coaching this year with a more targeted group of 8-10 teams



Plans for 2023-24

- New model of professional development: **Professional Learning Communities (PLCs)**
 - Mix of content and application sessions (6-10 sessions in all, over approximately a 2-month span)
 - Aim to build momentum and promote the application of new practices
 - Still determining topics, but the PLC model will allow us to dig deeper into the areas we introduced during the PD series
- **Coaching** for 8-10 teams, including a mix of new and returning teams
- Continuing **community of practice** for coaches

bryt's unique position

Tier 3 Intensive



- “Core + More + More”
- Directly supports small number of students struggling with most serious trauma responses and mental health concerns (3-8%)
- Comprehensive, clinically-informed and individualized supports

Tier 2 Supplemental

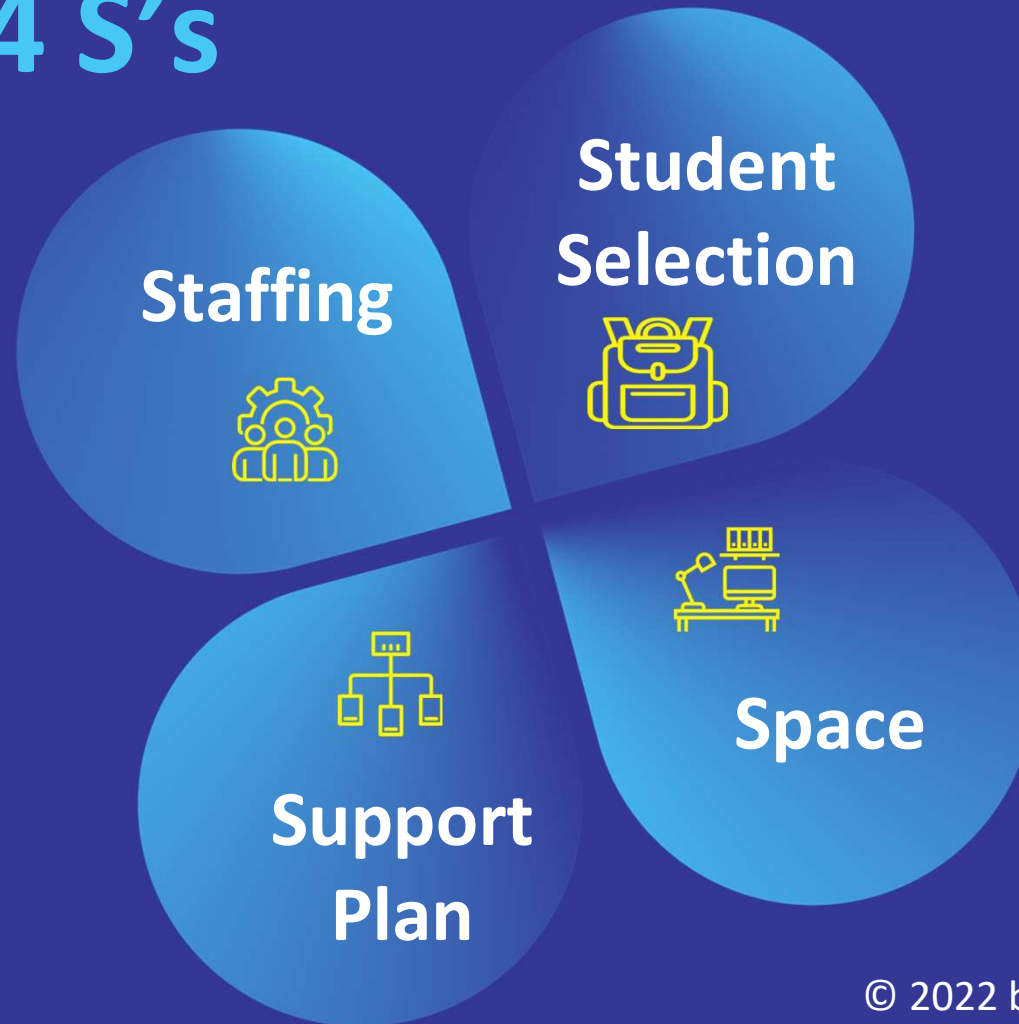
- “Core + More”
- May Impact 15-20% of students
- Examples: Individual and group counseling (e.g., Trauma-informed CBT)

Tier 1 Universal

- “Core Supports”
- Schoolwide and classroom supports and interventions; impacts ~80% of students
- Examples: trauma-informed classroom practice whole-school trauma-informed SEL curriculum, universal screening



bryt 4 S's



Systems Integration - the “Fifth S”



Data

bryt identifies indicators of success and tracking, including individual and collective student progress and outcomes

Support and Oversight

bryt is a powerful new intervention that is aligned with the school's existing teams, supports, interventions, and programs

Culture

bryt stands up for mental health across the school, reducing stigma and increasing inclusion while fostering collaboration and innovation



Family Engagement



Parents Supporting Parents (PSP)

FREE Virtual Support for ALL CAREGIVERS of students in K-12

Each month, **bryt** will be hosting opportunities to learn and connect with other parents/caregivers. The month will kick-off with a *learning session* where a guest or a panel of guests will discuss a topic. There will be opportunities for Q&A from parents. Each week that follows, there will be a *support group* on that topic for parents/caregivers.

PLEASE JOIN US



The **bryt** Family Engagement Team warmly invites you to participate in our monthly Parents Supporting Parents support groups:

- Thematic support groups based on topics identified by other parents.

[Most Recent Flyer](#)

Offerings

- Private Facebook Group
- Four Weekly Family Peer Support Groups
- Monthly Family Education Events (YouTube Live)
- Consultations
- Individual consultation/support as-needed



Creating bryt in Your School

1

Identify
Schools

2.

Intro
to bryt

3.

School-
Level
Planning

4.

Key Forms &
Documents

5.

Onboard
Staff &
Team

Integration Package

- bryt Manual & Tools
- Initial & Ongoing Professional Learning and Networking
- Comprehensive Technical Assistance
- Quality Assurance and Continuous Improvement



150+

Massachusetts
Programs

35+

Elementary
Schools

200,000+

Total Students
In Districts

150+

High Schools

6,000+

Families Served

45+


Middle
Schools

**Expanding
Nationally**



In Five Words.....

hope
healing
compassion
community
change



bryt



What are the barriers to expanding access to trauma-responsive practice?

Education Secretary Tutwiler wants to develop strategy around mental health support in schools

By [Niki Griswold](#) Globe Staff, Updated September 28, 2023, 5:32 p.m.

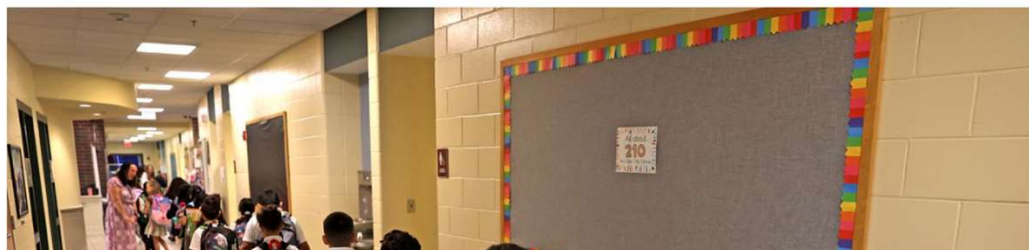


THE GREAT DIVIDE

Should Mass. consider a 'nuclear option' for catching kids up in school? Here are 7 big ideas.

By [Naomi Martin](#), [Christopher Huffaker](#), [Mandy McLaren](#) and [Deanna Pan](#) Globe Staff, Updated September 26, 2023, 5:54 a.m.

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Survey of districts on clinical leadership

Does your district currently employ an administrator with counseling experience who:



- 1) Provides clinical supervision to school mental health staff (school counselors, school psychologists, adjustment counselors/school social workers)?
- 2) Provides leadership regarding mental health/SEL initiatives for the district?

69.1% reported “No”

PRESS RELEASE

Governor Healey Declares State of Emergency, Calls for Support for Newly Arriving Migrant Families

LOCAL NEWS

Impact of migrant crisis in Massachusetts on local school districts

by: [Duncan MacLean](#)



Mayor: Dozens of immigrant families unexpectedly arrive at Methuen hotel

Opportunities for expanding access

Changing hearts and minds

- ▶ Allocating time, energy, and resources to addressing the effects of trauma

Promoting sustainable change

- ▶ Identifying leaders to oversee the expansion of effective practices

Addressing crisis situations

- ▶ Looking at current needs with an eye toward long-term solutions

Questions?

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