

# ENHANCING MTSS FOR SOCIAL, EMOTIONAL, AND BEHAVIORAL WELLNESS TO PREVENT AND RESPOND TO TRAUMA

Association of School Psychologists of PA Fall 2020 Conference  
November 4, 2020

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# DEVEREUX CENTER FOR EFFECTIVE SCHOOLS

*Building the capacity of schools and other child-serving institutions to better serve children and adolescents with, and at risk for developing, emotional and behavioral disorders (EBD).*

- Apply behavioral principles to systems within a preventative, multi-tiered framework
- Professional development trainings, workshops, and technical assistance
- Product development
  - Devereux Classroom Observation Tool (DCOT)
  - Toolbox of Parenting Skills (TOPS)
  - Lunchroom Behavior Game (LBG)
- Consultation internal and external to Devereux



# ABOUT US



Brittany Zakszeski, Ph.D., NCSP, BCBA-D



Lyndsie Erdy, Ph.D., NCSP, BCBA-D

How do we offset the weight of these environmental factors?

If not now, when?

The accentuation of racial and other social injustices

The closure of schools, childcare, and businesses

A global pandemic: COVID-19

A divisive political climate

Everyday adversities experienced by students, families, and staff

# SESSION OBJECTIVES

***By the end of this presentation, participants will be able to:***

- Describe the three Es of trauma (events, experiences, effects) and implications for school personnel.
- Explain the assumptions and values of a trauma-informed lens.
- Identify points for prevention and intervention within a trauma-informed care framework.
- Identify the outcomes, data, systems, and practices of an MTSS framework designed to prevent and respond to trauma.
- Describe considerations for enhancing existing MTSS frameworks to more directly and effectually prevent and respond to trauma.

# SESSION HANDOUTS

SCAN ME



<http://bit.ly/trauma1104>

# Session Agenda



Session Overview



The Three Es of Trauma



Trauma-Informed Values, Assumptions,  
and Practices



Augmenting the Triangle to Prevent and  
Address Trauma



Session Wrap-Up

# The Three Es of Trauma

## Essential Questions:

- What are the three Es of trauma?
  - How do they explain individual differences related to trauma?
  - How do they explain points of prevention and intervention?
-

# Trauma...



An **emotional response** to an adverse **event** that is **experienced** by an individual as harmful or threatening and has profound **effects** on the individual's functioning and well-being

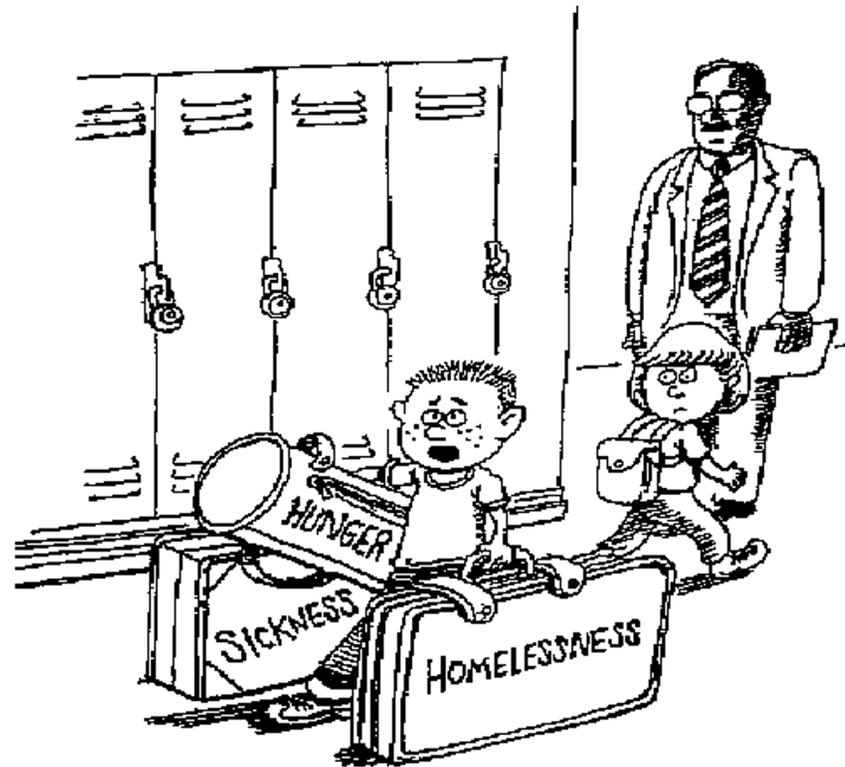
# Trauma...



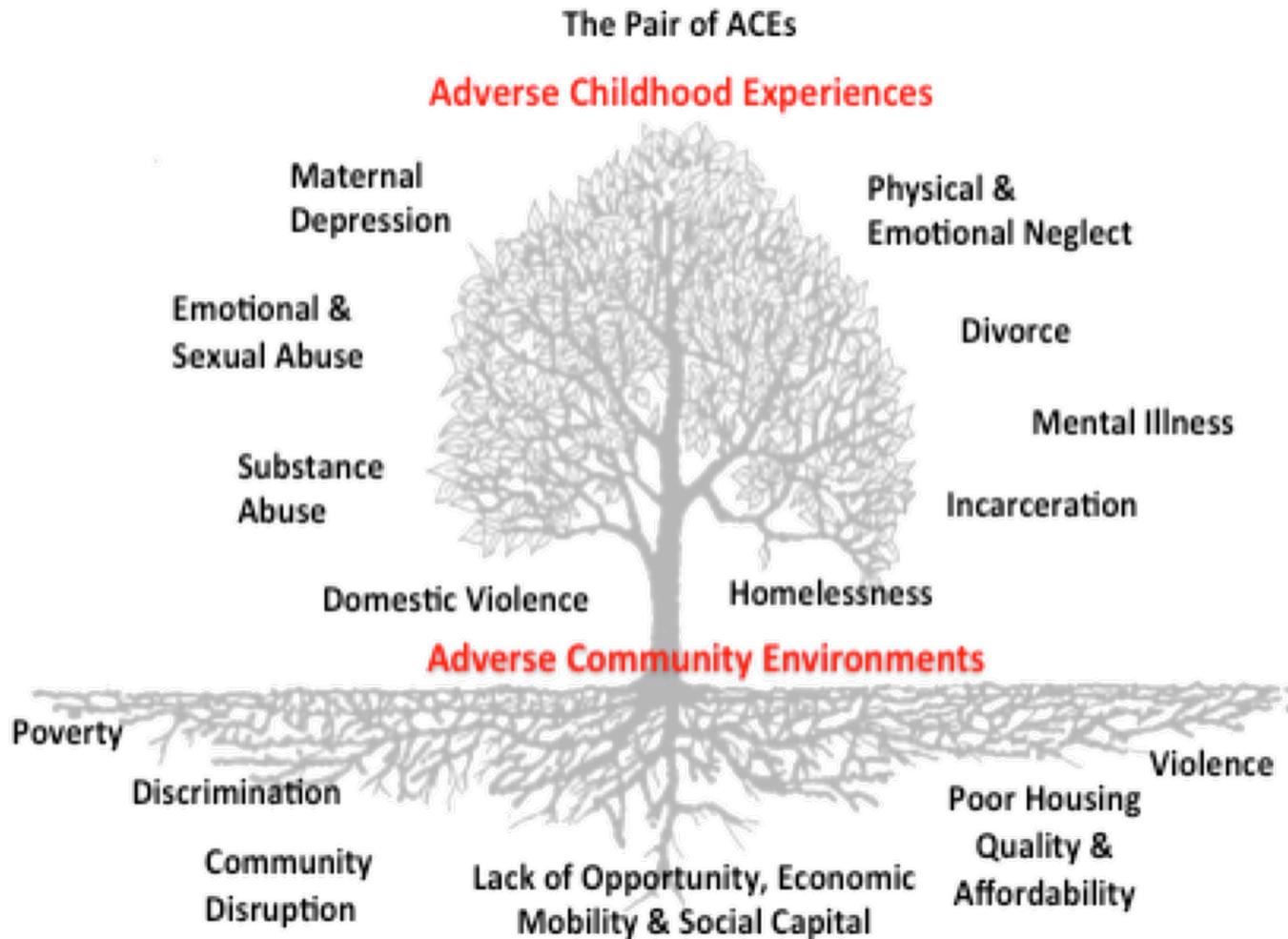
An **emotional response** to an adverse **event** that is **experienced** by an individual as harmful or threatening and has profound **effects** on the individual's functioning and well-being

# THE FIRST “E:” EVENT

An event, series of events, or set of circumstances



# THE FIRST “E:” EVENT



# THE FIRST “E:” EVENT

## The Pair of ACES

### COVID-19 Adverse Community Experiences



# IT'S NOT ALWAYS ONE "EVENT."

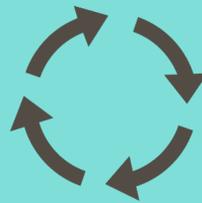
## Acute Trauma

Trauma resulting from a single adverse event



## Chronic Trauma

Trauma resulting from repeated or prolonged adverse events



## Complex Trauma

Trauma resulting from a collection of adverse events of different nature



# IT'S NOT ALWAYS ONE "EVENT."



- Trauma experienced by a specific cultural, racial, or ethnic group related to major events that oppressed their ancestors
- Not universally experienced by everyone within a given group

# IT'S NOT ALWAYS ONE "EVENT."

## Racial Trauma



- Trauma experienced as a result of exposure to racism and discrimination
- Can be historical/intergenerational in nature
- Is typically more related to present circumstances

# IT'S NOT ALWAYS ONE "EVENT."

## Acute Trauma

Trauma resulting from a single adverse event



## Chronic Trauma

Trauma resulting from repeated or prolonged adverse events



## Complex Trauma

Trauma resulting from a collection of adverse events of different nature



# RISK AND RESILIENCE PATHWAYS



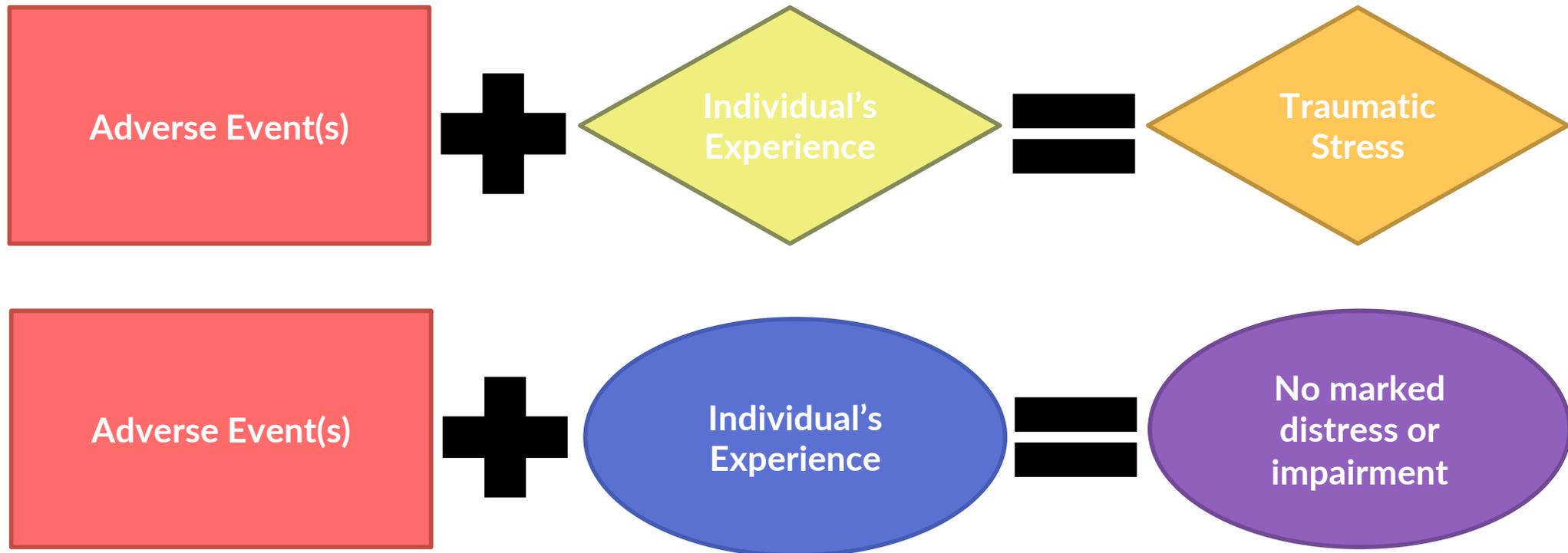
# Trauma...



An **emotional response** to an adverse **event** that is **experienced** by an individual as harmful or threatening and has profound **effects** on the individual's functioning and well-being

# THE SECOND "E:" EXPERIENCE

The experience makes the difference.

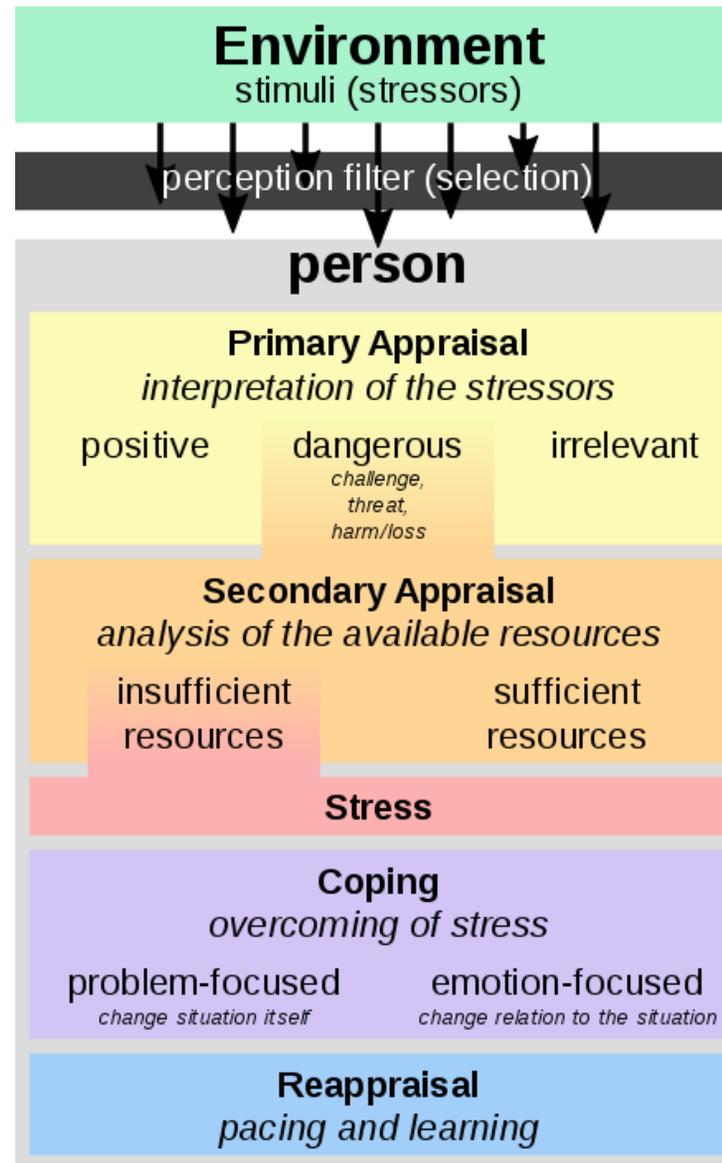




...there is nothing either good or bad,  
but **thinking** makes it so.

William Shakespeare (*Hamlet*)

# THE SECOND "E:" EXPERIENCE



# THE SECOND “E:” EXPERIENCE

Factors affecting the experience of trauma:

## Internal Mechanisms

- Coping strategies
- Locus of control and self-efficacy
- Attribution patterns
- Regulation of cognition, affect, and mood

## External Mechanisms

- Social support
- Access to services

## Community, Cultural, and Societal Factors

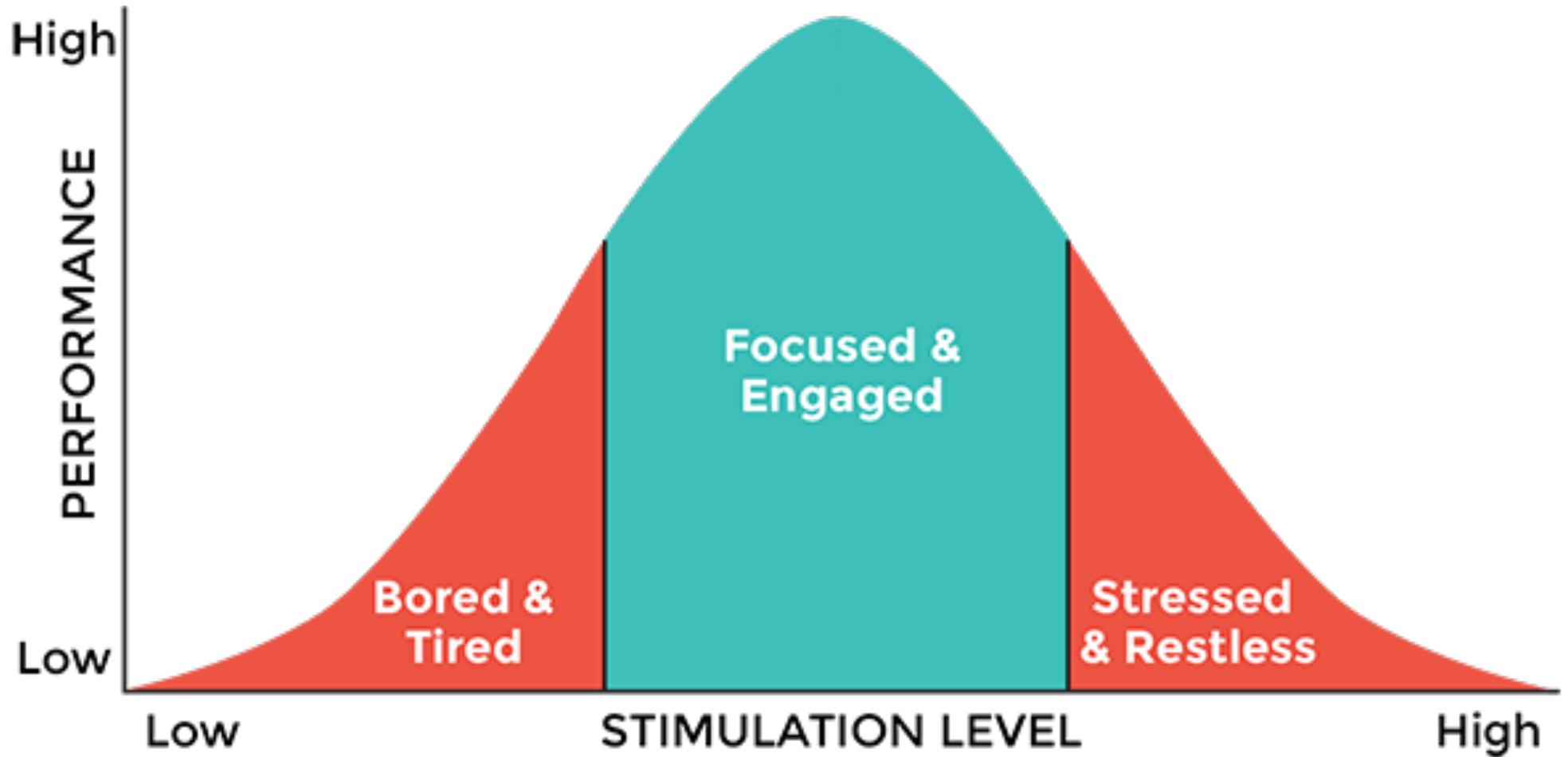
- Violence norms
- Cultural values
- Worldview
- Religion and spirituality

# PODCAST RECOMMENDATION

The screenshot shows the NPR website interface. At the top left is the NPR logo. To the right are links for 'SIGN IN', 'NPR SHOP', and a red 'DONATE NOW' button. Below this is a navigation bar with categories: NEWS, ARTS & LIFE, MUSIC, SHOWS & PODCASTS, and SEARCH. The main content area features the article title 'Emotions' with a Facebook share icon to its left. Below the title is the date 'June 1, 2017 · 12:01 AM ET' and 'Heard on [Invisibilia](#)'. A blue player bar contains a play button, the text '55-Minute Listen', and icons for '+ PLAYLIST', download, and a menu. The article text begins with 'To learn more about the theory of constructed emotion and the work of neuroscientist [Lisa Feldman Barrett](#), check out her book *How Emotions Are Made: The Secret Life of the Brain*.' It then lists special thanks to musicians: Helena Ahlbäck (formerly of The Broken Assembly) - "Emotional" and Jon Luc Hefferman - "Upbeat". A note at the bottom states: 'Note: A previous version of this story stated that Tommy Jarrett had received \$50,000 from the court. He actually received \$50,000 in an out-of-court settlement.' On the right side of the article is an illustration of a person's head with red and black fragments flying out, and a credit line: 'Marina Muun for NPR'.

# Yerkes-Dodson Law

## OPTIMAL PERFORMANCE





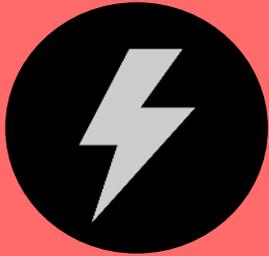
# Trauma...



An **emotional response** to an adverse **event** that is **experienced** by an individual as harmful or threatening and has profound **effects** on the individual's functioning and well-being

# THE THIRD “E:” EFFECTS

Immediate stress responses initiated by the nervous system:



## Fight

- Verbal aggression
- Physical aggression
- Defying directions
- Adopting an aggressive stance



## Flight

- Eloping
- Not speaking
- Avoiding others or activities
- Hiding
- Substance use



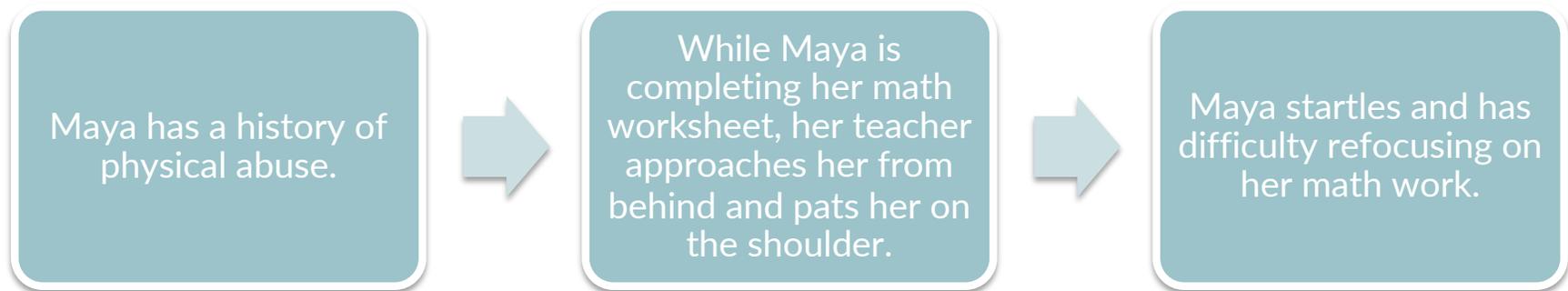
## Freeze

- Appearing nonresponsive
- Withdrawing
- Disconnecting from others

# WHAT WE OFTEN THINK OF:

## Trauma Impacting Behavior Through “Fast Triggers”

Adverse events or reminders of them immediately evoke **fight, flight, or freeze** responses



# WHAT WE MORE OFTEN SEE:

## Trauma Impacting Behavior Through “Slow Triggers”

Adverse events or reminders of them monopolize internal resources and “set the stage” for maladaptive responses or challenging behaviors

Maya’s biological father, whom she hasn’t seen in several months, visited her last night.



Maya’s teacher directs her to stop talking to her peer and turn in her homework.



Maya curses out her teacher and leaves the classroom.

# THE THIRD “E:” EFFECTS

## Traumatic Stress

- **General term**, not a diagnosable disorder
- No specified criteria for symptoms and duration

## Acute Stress Disorder

- Trauma- and stressor-related disorder in the DSM-5
- Disturbance lasts for **at least 3 days** but **no more than 1 month** and causes **clinically significant** distress or impairment

## Post-Traumatic Stress Disorder (PTSD)

- Trauma- and stressor-related disorder in the DSM-5
- Disturbance lasts for **more than 1 month** and causes **clinically significant** distress or impairment

# THE THIRD “E:” EFFECTS

## On Children



Somatic complaints



Fear, anxiety, and/or concern for safety



Dysregulation of emotional reactions



Inattention and/or impulsivity



Withdrawal from peers and adults

## On Adolescents



Mistrust of adults and peers



Misinterpretation of social cues



Difficulties sustaining attention and learning



Engagement in high-risk behaviors



Long-term behavioral health concerns

## On Caregivers



Difficulty managing reactions



Limited tolerance for children's challenges



Expression of embarrassment, shame, or guilt



Mistrust of school staff or education system



Difficulty forming relationships

**That's a wrap!**

In the **chat box**,  
type the one thing that stood out to you or  
that you'll remember from this section  
("The Three Es of Trauma").



When a flower doesn't bloom, you  
fix the **environment** in which it  
grows, not the flower.

- Alexander den Heijer

# Session Agenda



Session Overview



The Three Es of Trauma



Trauma-Informed Values, Assumptions,  
and Practices



Augmenting the Triangle to Prevent and  
Address Trauma



Session Wrap-Up

# Trauma-Informed Values, Assumptions, and Practices in Schools

## Essential Questions:

- What are the values and assumptions of trauma-informed care?
  - What are opportunities for trauma-informed prevention and intervention in schools?
-

# A TRAUMA-INFORMED, HEALING-CENTERED PA



## Trauma-Informed PA:

### A Plan to Make Pennsylvania a Trauma-Informed, Healing-Centered State



Dan Jurman, MAR - Executive Director

July 2020

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# A TRAUMA-INFORMED, HEALING-CENTERED PA

## Mission:

- To make Pennsylvania a Trauma-Informed State to better serve all residents.

## Vision:

- Pennsylvania is a state where prevention is the norm. When people do experience emotional and psychological trauma, they feel respected, safe, empowered, and supported to recover and health.

# A TRAUMA-INFORMED, HEALING-CENTERED PA

## Values

### Acceptance

- Providing an atmosphere that allows every individual to feel validated and affirmed with each and every contact at the entity

### Equity

- Giving everyone what they need to thrive at an equal level

### Inclusion

- Intentionally promoting acceptance, welcome, and equal treatment among groups of individuals from different backgrounds

### Resilience

- Enabling individuals to achieve favorable outcomes in relatively unfavorable situations

### Safety

- Promoting physical, emotional, moral, and psychological safety of those we serve and those in our organizations

### Self-Care

- Taking care of ourselves and helping others take care of themselves

# TRAUMA-INFORMED PRINCIPLES



Safety



Trustworthiness and Transparency



Peer Support



Collaboration and Mutuality

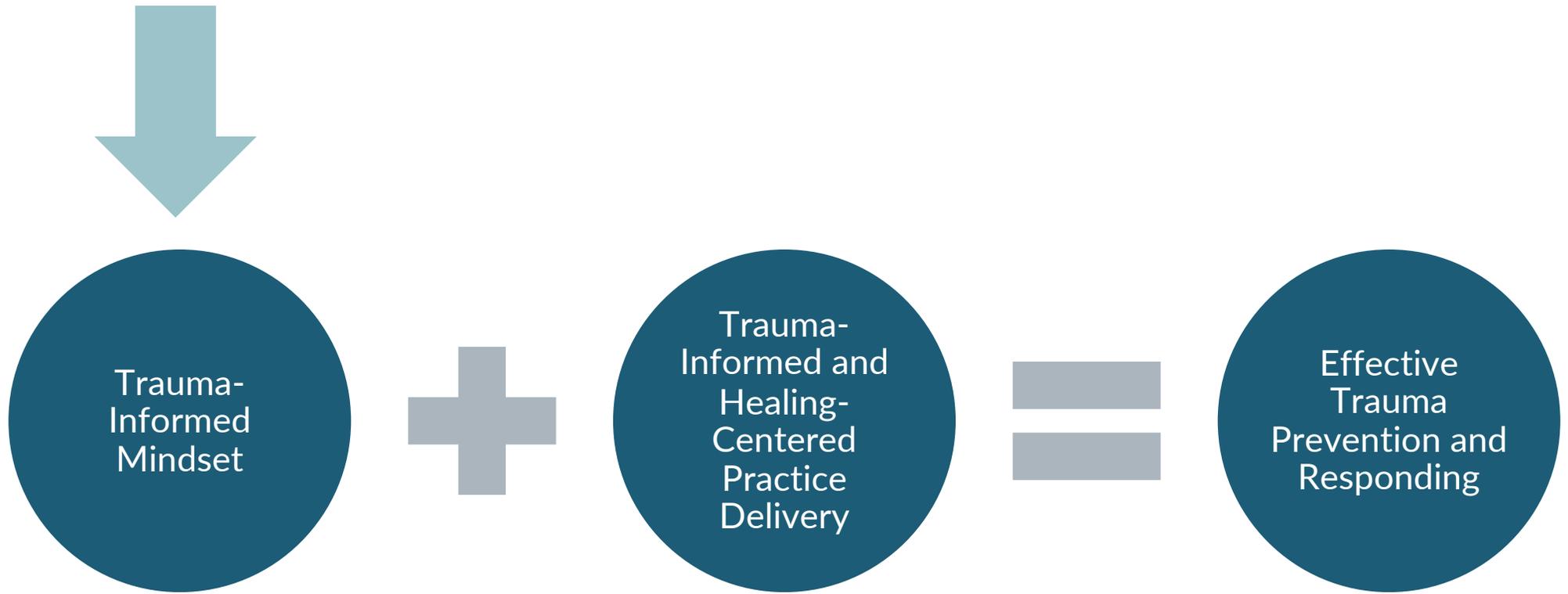


Empowerment, Voice, and Choice



Respect for Cultural, Historical, and Gender Issues

# A TRAUMA-INFORMED, HEALING-CENTERED PA





Understanding trauma is not just about  
*acquiring knowledge.*

It's about  
*changing the way you view the world.*

– Sandra Bloom

1

Admiring  
Problems



Solving  
Problems

2

“What’s wrong  
with you?”



“What happened  
to you, and how  
can I help?”



“What’s good  
about you?”

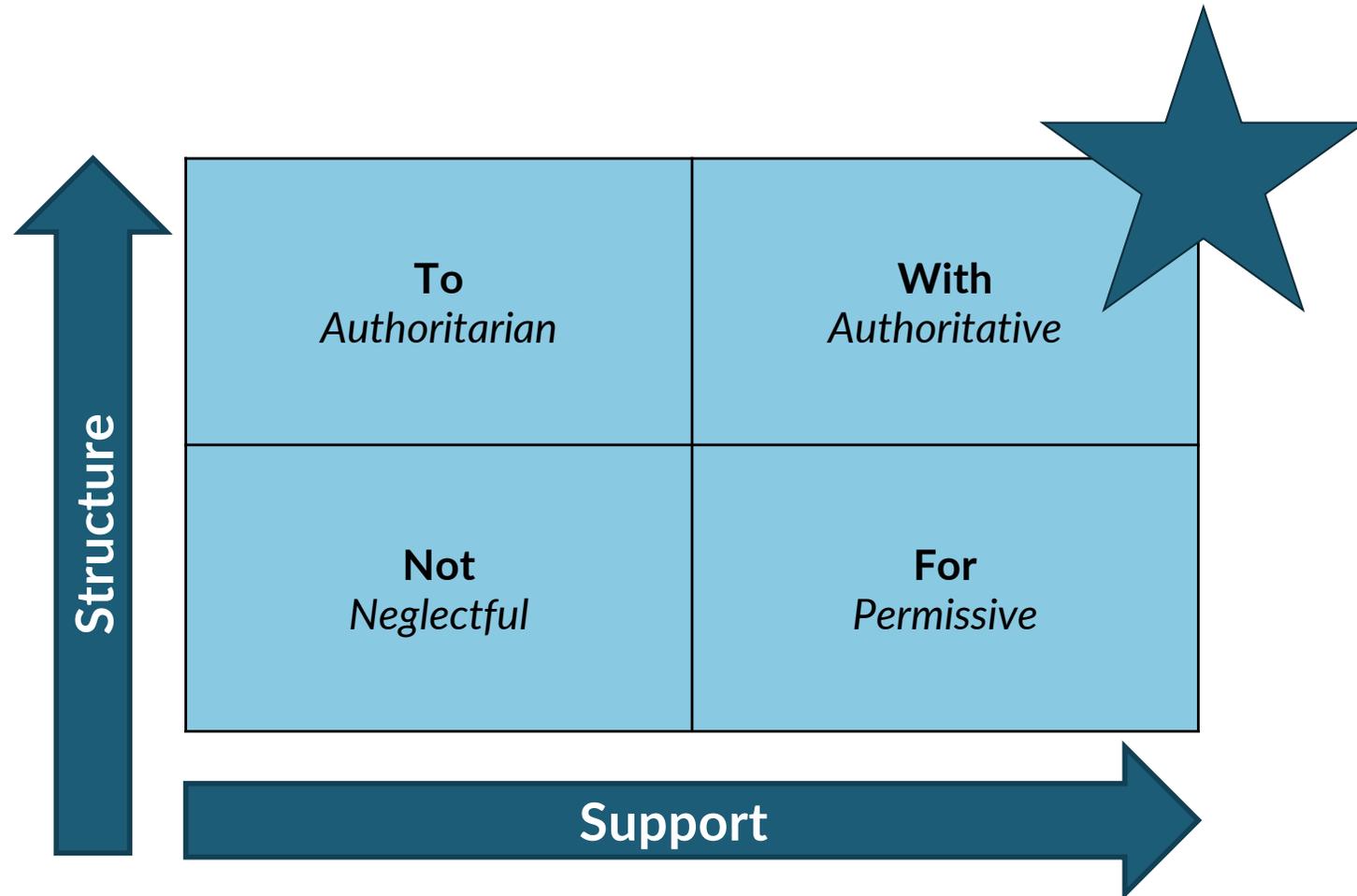
3

Structure or  
support



Structure and  
(is) support

# THE SOCIAL DISCIPLINE WINDOW



4

“Won’t” until  
proven “can’t”



“Can’t”  
until proven  
“won’t”

5

“They’re giving  
me a hard  
time!”



“Are they  
having a hard  
time?”

6

“They’re  
seeking  
attention!”

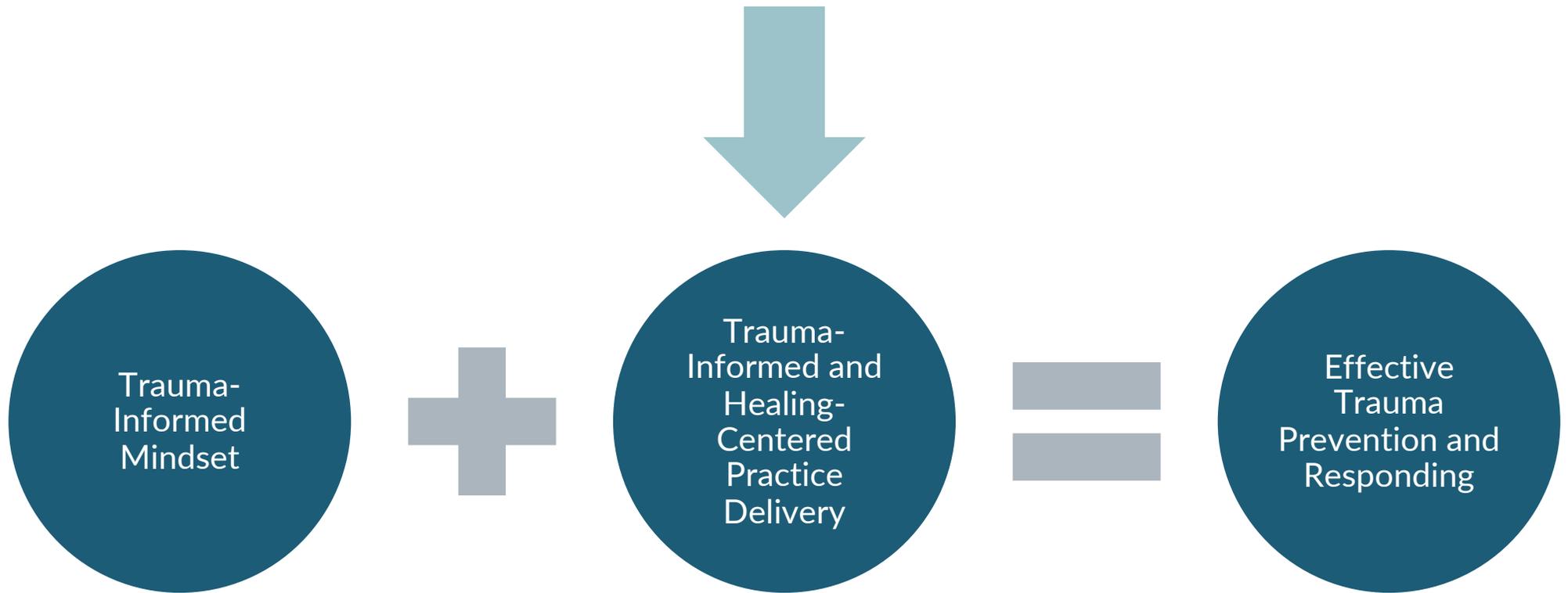


“Do they  
need  
attention?”

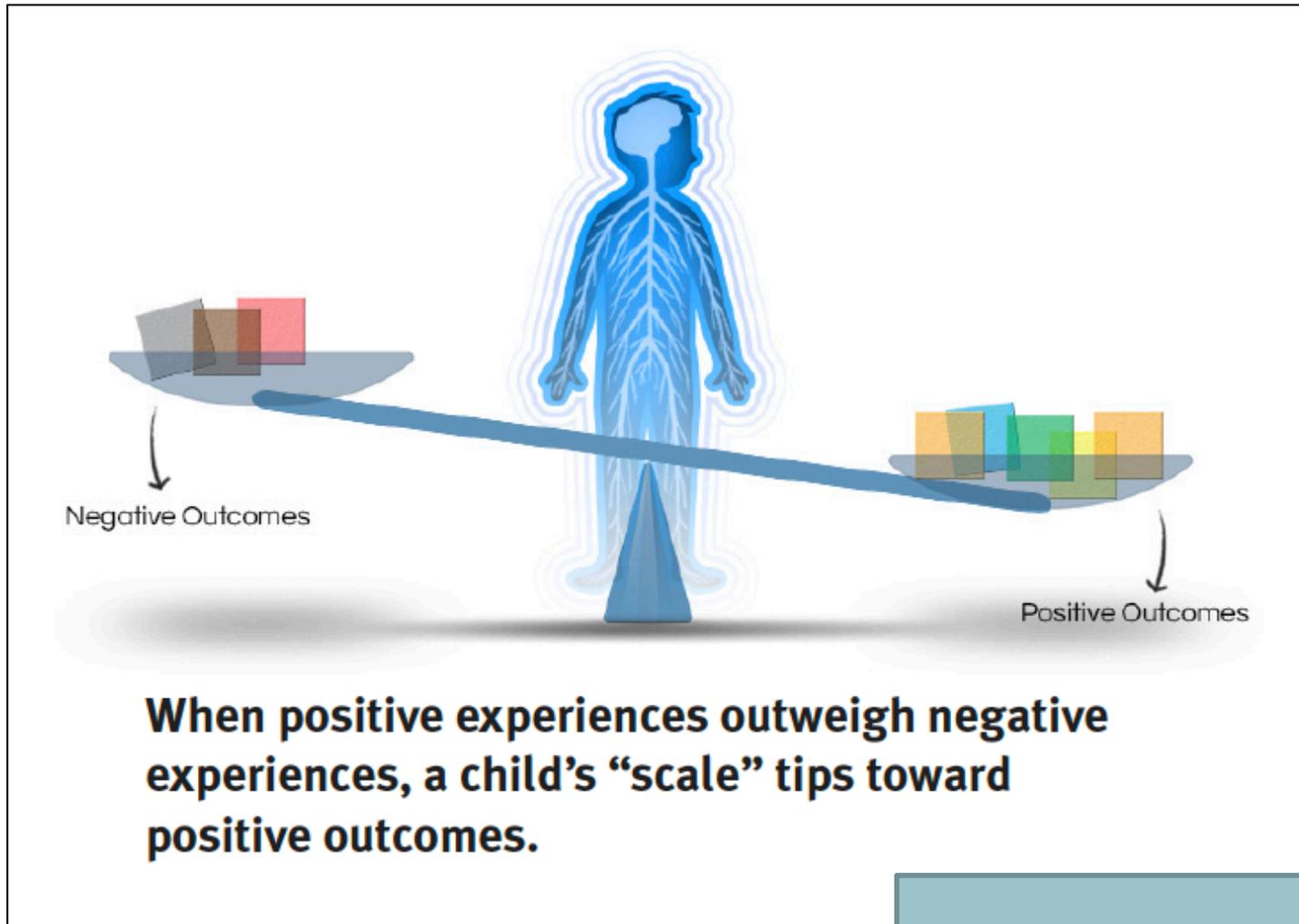
# SOME MORE DISTINCTIONS

Common View	Trauma-Informed View
Does not take the whole student into account; focuses on academics and task completion, potentially at the expense of SEBW	Recognizes the needs of the whole student as intricately connected to the student’s development, functioning, growth, and wellness
Characterizes student challenges in negative language (e.g., “deficits,” “problems”)	Characterizes student challenges in constructive language (e.g., “needs”)
Assumes the student should already know how to behave, cope, and socially engage	Teaches and re-teaches expectations; recognizes that teaching does not equate to “telling”
Punishes or minimizes the importance of students’ coping strategies	Recognizes that behavior is communication and searches for the function of behaviors to support students in meeting behavior functions in positive and productive ways
Fosters a staff-centered environment	Fosters a student-centered environment
Uses an authoritarian discipline approach with punitive consequences to “motivate” students (shame, blame, guilt, rejection, isolation, deprivation)	Uses an authoritative discipline approach with instructional and restorative consequences to “teach” students alternative responses and behaviors

# A TRAUMA-INFORMED, HEALING-CENTERED PA



# TIPPING THE SCALE



**Further reading:**  
National Scientific Council on the Developing Child. (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13*. <http://www.developingchild.harvard.edu>

How do we offset the weight of these environmental factors?

If not now, when?

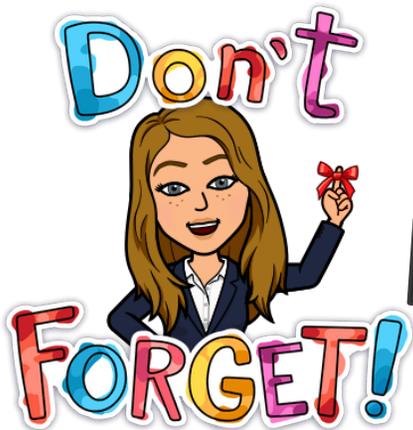
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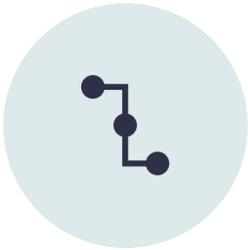
# BUT...HOW?

- **Realizing** the widespread impact of trauma and understanding potential paths for recovery;
- **Recognizing** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- **Responding** by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Seeking to actively **resist** re-traumatization.

**Further reading:**

Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) 14-4884. Author.

# BUT...HOW?



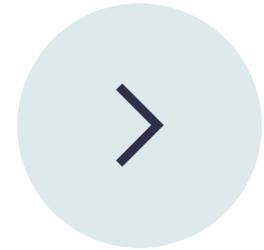
CONNECTING



PROTECTING



RESPECTING



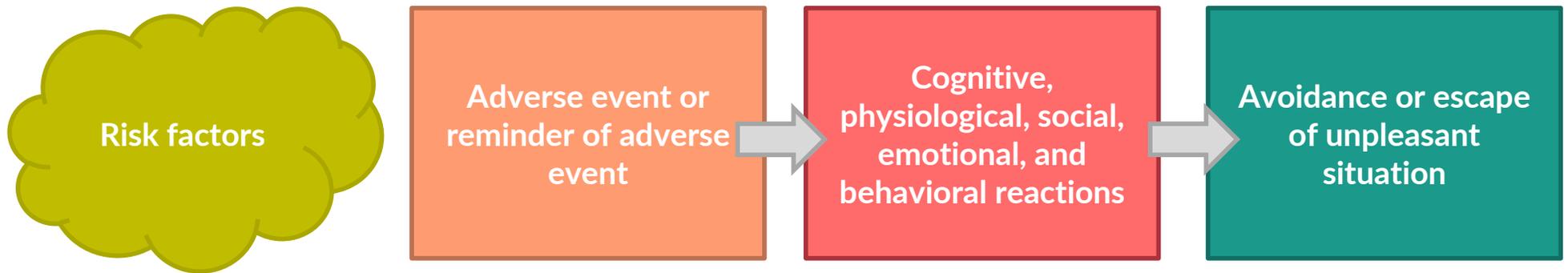
REDIRECTING

**Further reading:**

Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) 14-4884. Author.

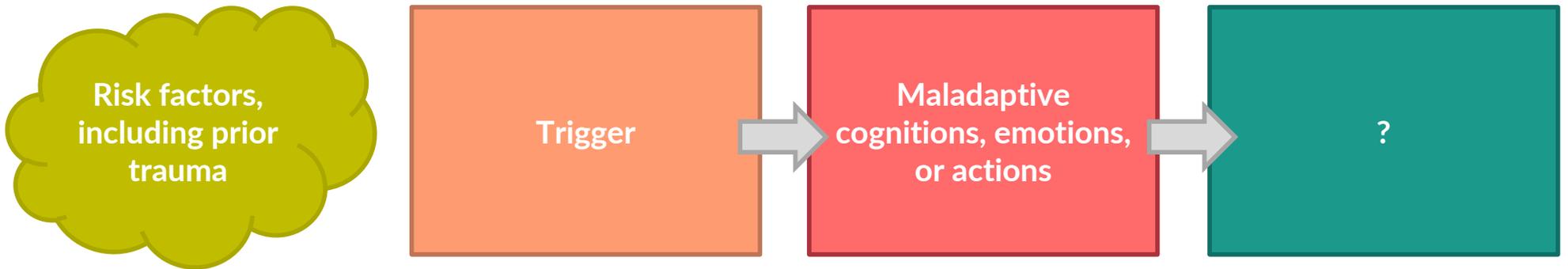
# BUT...HOW?

## The Effects of Trauma Through “Fast Triggers”



# BUT...HOW?

## The Effects of Trauma Through “Slow Triggers”



# BUT...HOW?

## Points for Prevention and Intervention

- Decrease risk factors
- Increase protective and promotive factors

- Prevent adverse events
- Remove, minimize, or neutralize triggers

- Teach alternative cognitive, physiological, social, emotional, and behavioral reactions
- Teach adaptive replacement behaviors

- Reinforce alternative reactions
- Reinforce adaptive replacement behaviors

How can we deliver school-based prevention and intervention practices in an efficient and effective way?

**That's a wrap!**

In the **chat box**,  
type the one thing that stood out to you or  
that you'll remember from this section  
("Trauma-Informed Values,  
Assumptions, and Practices").

# Session Agenda



Session Overview



The Three Es of Trauma



Trauma-Informed Values, Assumptions,  
and Practices



Augmenting the Triangle to Prevent and  
Address Trauma



Session Wrap-Up

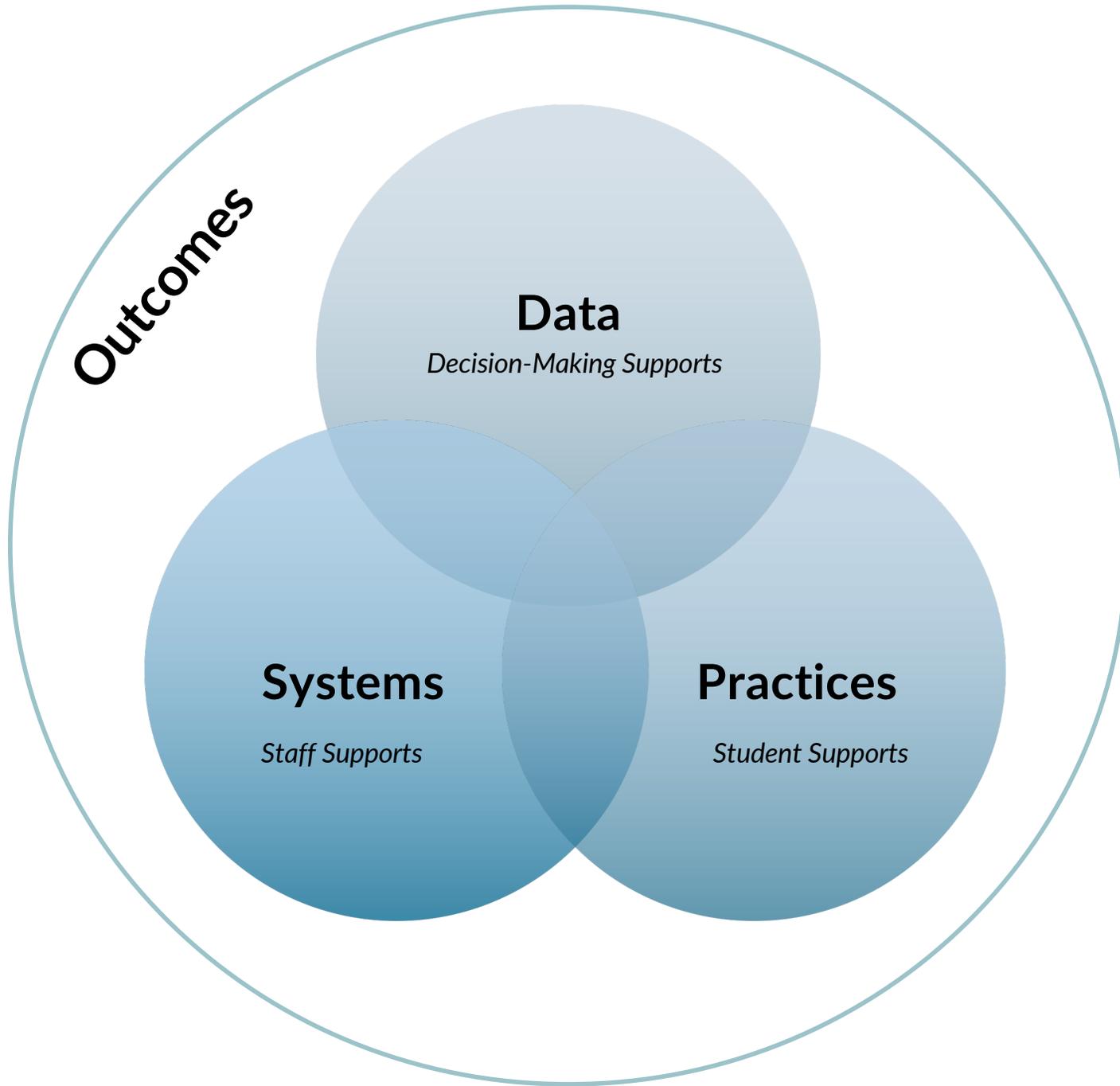
# Augmenting the Triangle to Prevent and Address Trauma

## Essential Questions:

- How do trauma-informed practices fit within the MTSS framework?
  - In what ways might MTSS frameworks for promoting social, emotional, and behavioral wellness be enhanced to further prevent and address trauma?
-

# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

- A **framework** for providing a **continuum of supports** of varying intensities based on student needs
- Driven by **data-based decision-making, problem-solving, and teaming**
- Can be applied in describing a **specific category of support** (e.g., academic) or understood as a **comprehensive approach** (i.e., for promoting academic, behavioral, and social-emotional success)
- **Positive behavior intervention and supports (PBIS)** is an example MTSS framework



# FEATURES OF TIER I PRACTICES



Standardized routines and procedures



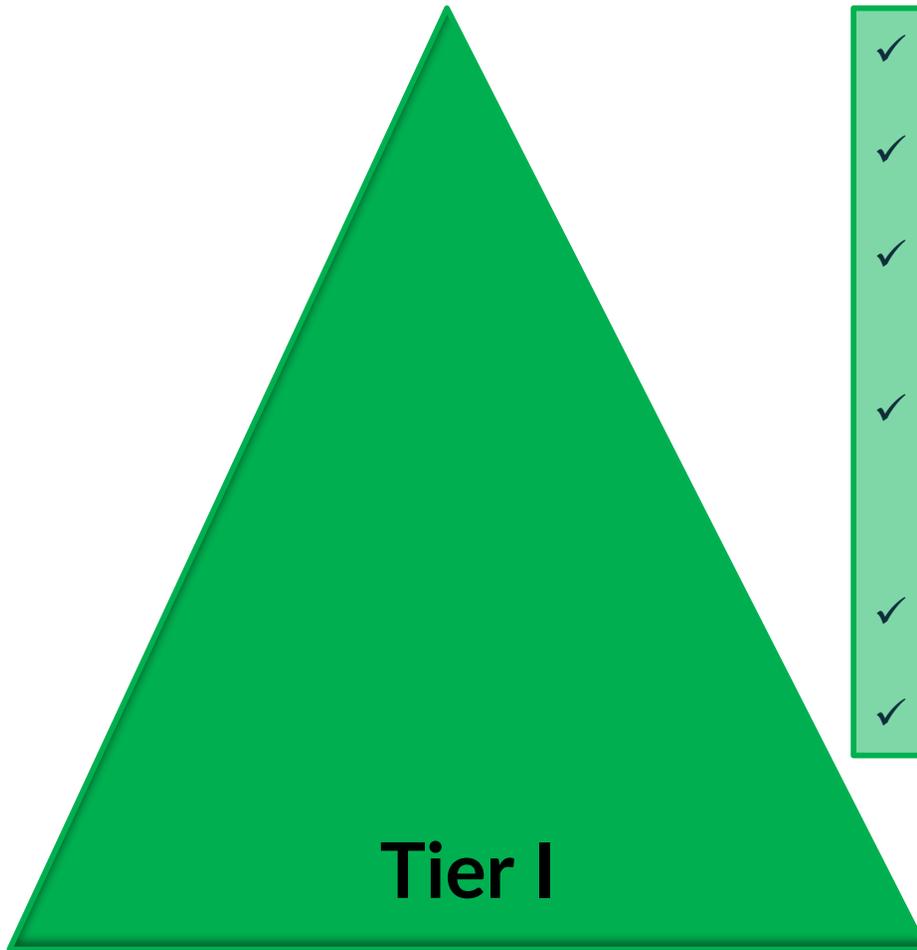
Provided to all students



Aim to prevent student challenges



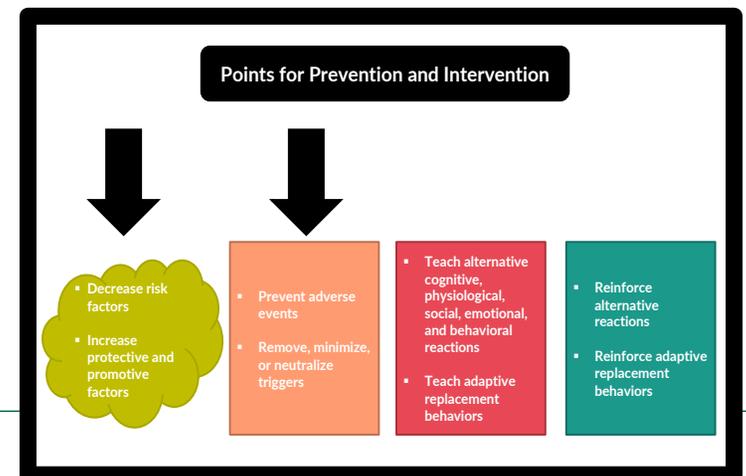
Serve as a foundation for specialized interventions



- ✓ All students
- ✓ Primary prevention
- ✓ Whole-school safety programming
- ✓ School-wide positive behavior interventions and support core practices
- ✓ Social-emotional learning
- ✓ Psychoeducation

# WHOLE-SCHOOL SAFETY PROGRAMMING

- Maintenance of **safe physical environment**
- Documentation and implementation of school **health and safety policies**
- Documentation, dissemination, and training on **crisis preparedness and response plan**
- Adherence to policies related to **school visitors**
- Implementation of **bullying prevention** programming
- Enforcement of policies for **weapons, drugs**, as well as the carry and use of **quick-relief medications**
- Staff trainings and supports related to **chronic health concerns, unintentional injuries, violence, self-injuries, and suicide**
- Connection to **school resource officers**
- Efforts to promote **school neighborhood safety**



# WHOLE-SCHOOL SAFETY PROGRAMMING

## Enhancements for Preventing Trauma



PROVIDE INFORMATION AND GUIDANCE ON COVID-19 TRANSMISSION PREVENTION AND MITIGATION EFFORTS IN WAYS THAT STUDENTS AND FAMILIES CAN UNDERSTAND

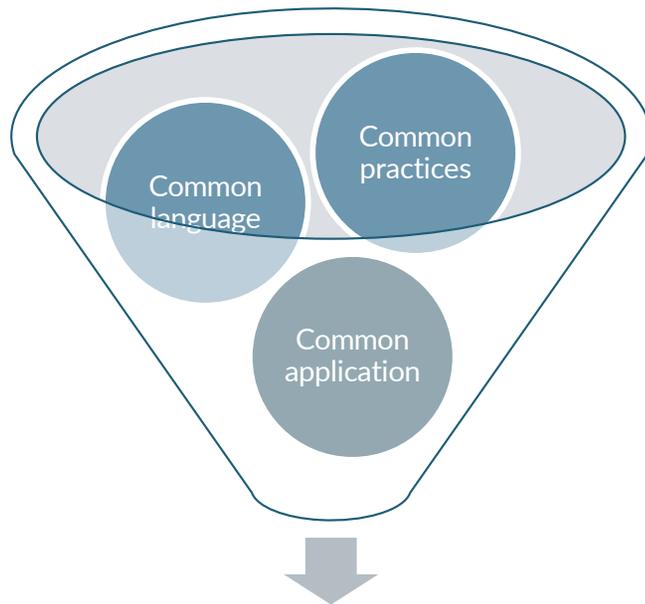
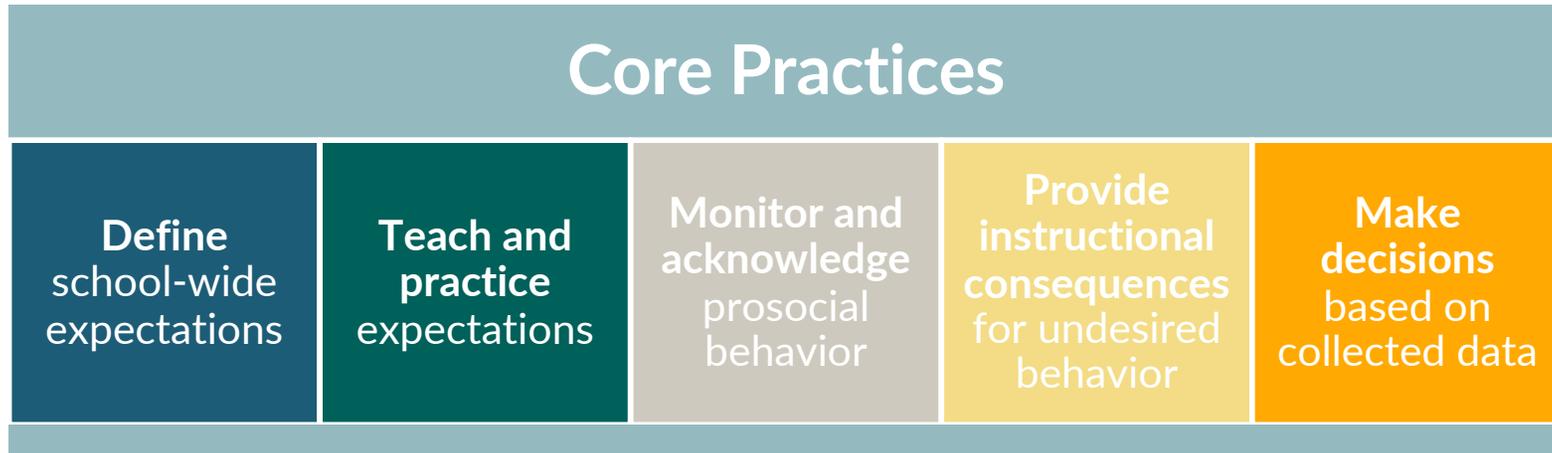


SCALE UP CHILD ABUSE AND NEGLECT PROTECTION EFFORTS

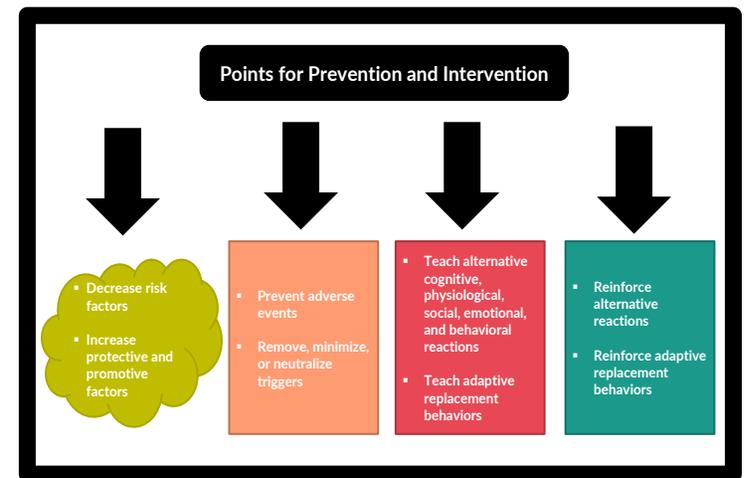


SCALE UP CYBERSECURITY AND CYBERBULLYING PREVENTION EFFORTS

# SWPBIS



Consistent, predictable environments

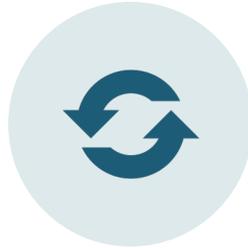


# SWPBIS

## Enhancements for Preventing Trauma



DEFINE AND TEACH  
NORMS FOR HEALTH AND  
SAFETY PROCEDURES  
WITHIN THE SCHOOL-  
WIDE EXPECTATIONS



PREPARE FOR THE PBIS  
SYSTEM TO BE  
IMPLEMENTED ACROSS  
INSTRUCTIONAL  
CONTEXTS WITHOUT  
INTERRUPTIONS

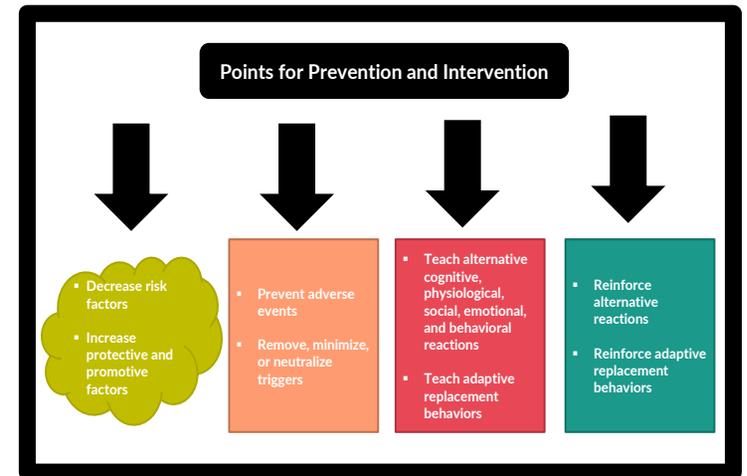
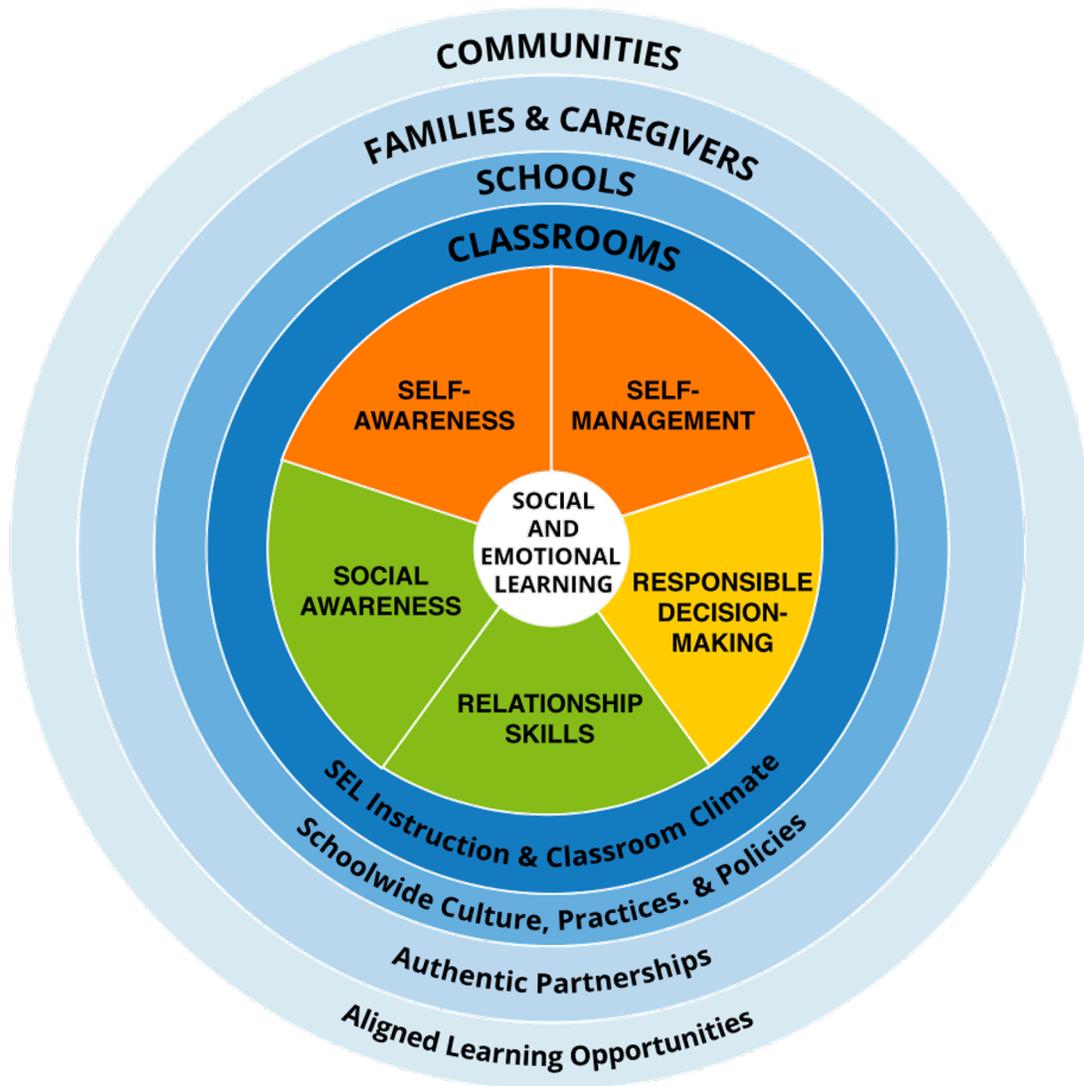


SUPPORT ALL STAFF IN  
USING INSTRUCTIONAL,  
TRAUMA-INFORMED  
CORRECTIVE  
CONSEQUENCES



EXAMINE SCHOOL-WIDE  
DATA AND TRENDS AND  
ACT TO ENSURE EQUITY  
ACROSS STUDENT  
DEMOGRAPHIC GROUPS

# SOCIAL-EMOTIONAL LEARNING



# SOCIAL-EMOTIONAL LEARNING

## Enhancements for Preventing Trauma



EMBED DISCUSSION OF REAL-WORLD EVENTS AND CHALLENGES IN SOCIAL-EMOTIONAL INSTRUCTION

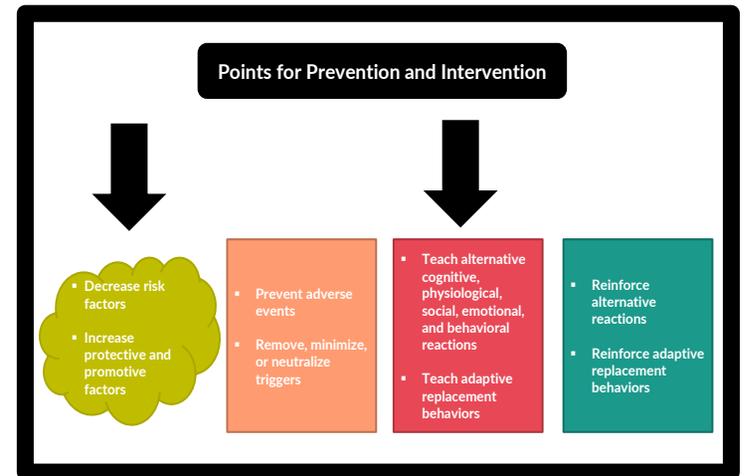
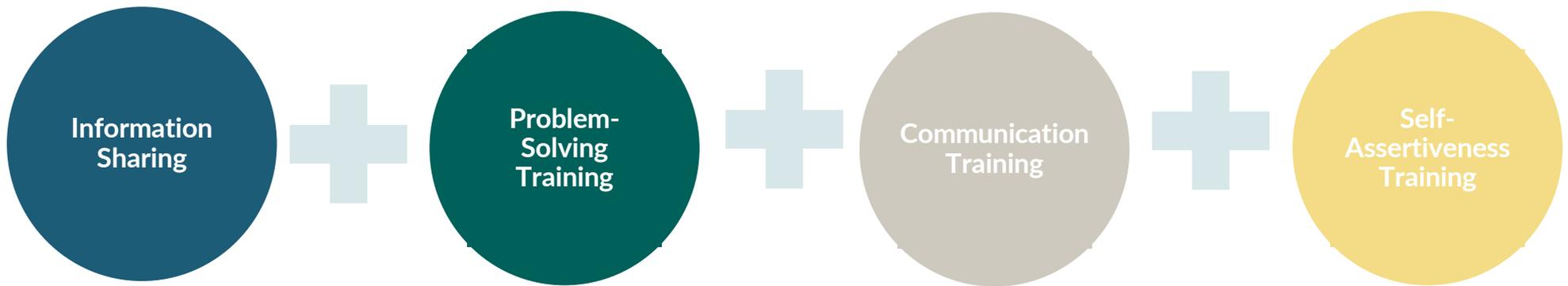


SUPPORT FAMILIES IN PROMOTING THEIR STUDENTS' SOCIAL-EMOTIONAL LEARNING



CONNECT FAMILIES TO COMMUNITY SERVICES AND PROVIDERS

# PSYCHOEDUCATION



# PSYCHOEDUCATION

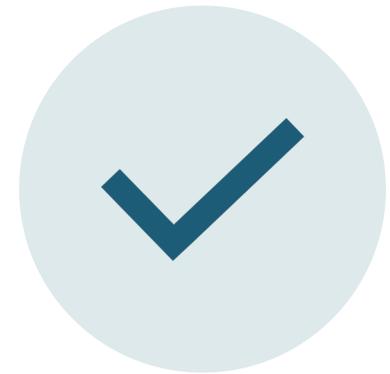
## Enhancements for Preventing Trauma



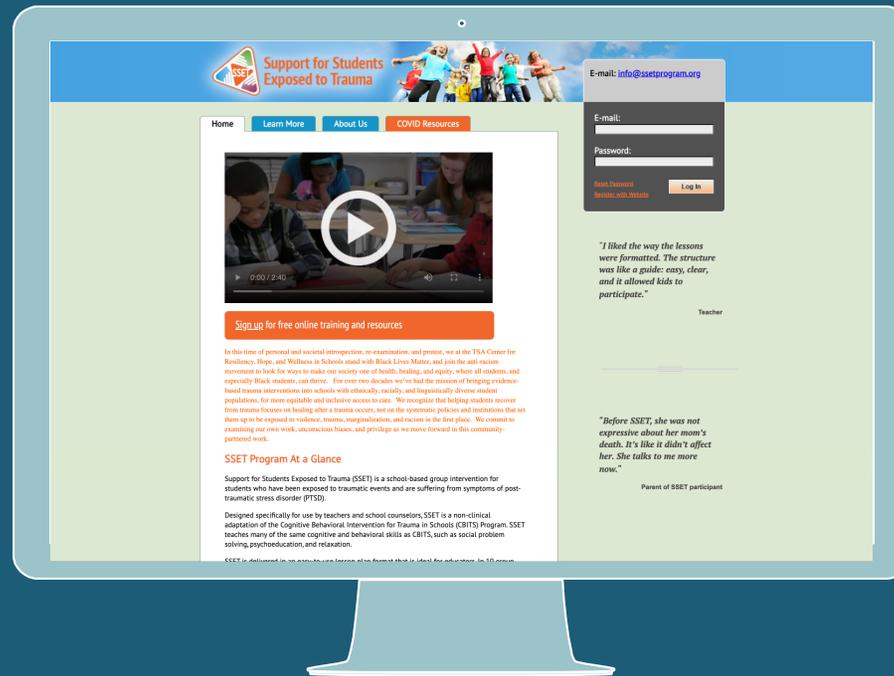
ADDRESS STRESS AND  
TRAUMATIC STRESS



ADDRESS GRIEF, LOSS, AND  
BEREAVEMENT



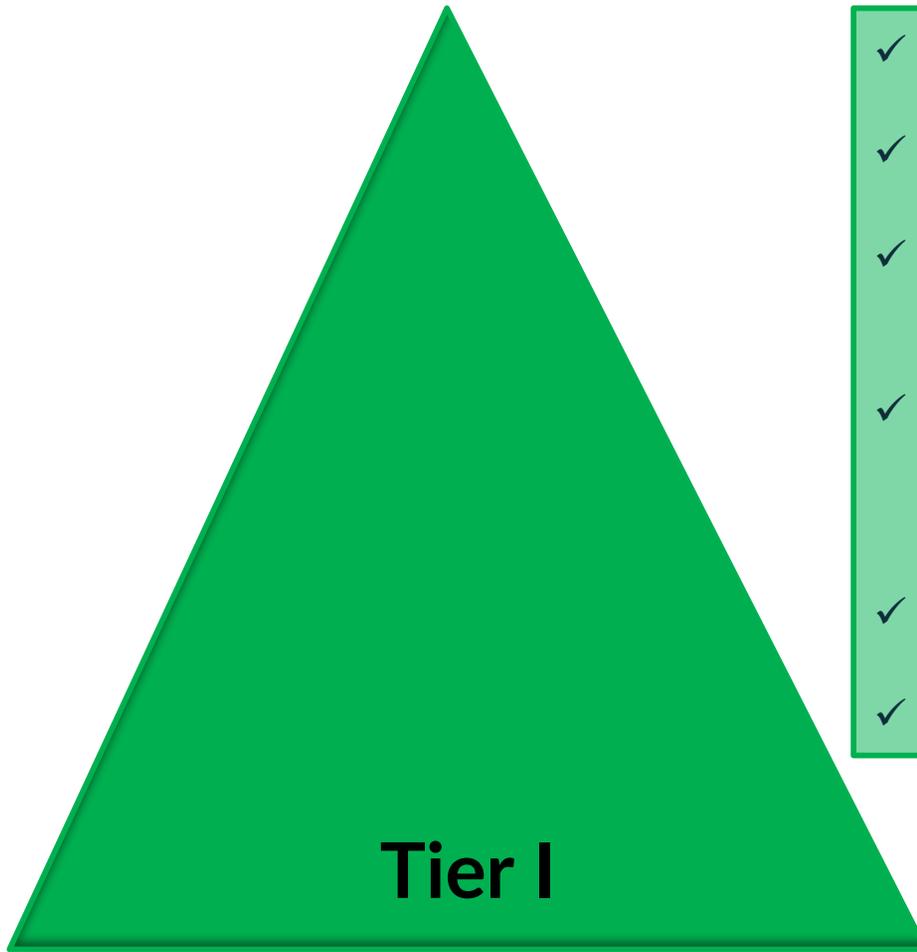
CONSIDER  
UNIVERSAL/WIDESPREAD  
IMPLEMENTATION



# Resource Highlight

## SSET: Support for Students Exposed to Trauma

[ssetprogram.org](http://ssetprogram.org)



- ✓ All students
- ✓ Primary prevention
- ✓ Whole-school safety programming
- ✓ School-wide positive behavior interventions and support core practices
- ✓ Social-emotional learning
- ✓ Psychoeducation

# WHO MIGHT BENEFIT FROM TIER II SUPPORTS FOR TRAUMATIC STRESS?



## Students who...

- Experience somatic symptoms of stress, anxiety, or depression
- Demonstrate difficulty with self-regulation (i.e., over- or under-regulation)
- Use negative self-talk or reveal distorted thinking about self
- Exhibit low self-esteem or self-efficacy
- Engage in challenging behavior throughout the school day
- Have trouble using specific social skills
- Have trouble applying self-monitoring skills
- Have limited sources of social support across settings

# HOW DO WE DETERMINE WHO MIGHT BENEFIT FROM TIER II SUPPORTS FOR TRAUMATIC STRESS?

- Universal screening (e.g., BASC-3 BESS, SSIS, SAEBRS)
- Referrals
  - By school staff (e.g., teachers, to SAP team)
  - By families
  - By students
- Review of existing data
  - Visits to nurse and/or counselor
  - Behavior/discipline data
  - Attendance



# FEATURES OF TIER II INTERVENTIONS



Standardized routines and procedures



Rapid enrollment of students



Require low implementation effort

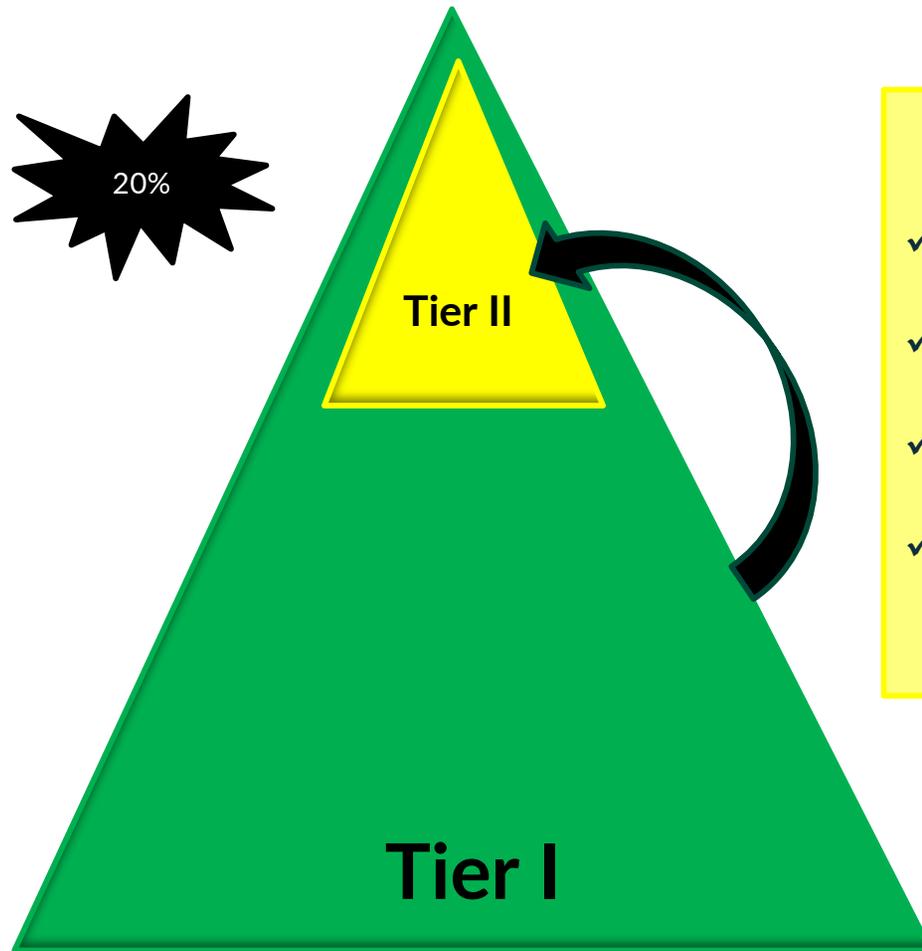


Require only resources within reach



Aim to provide students with at least one of the following:

- Additional instruction for skill development
- More structure and predictability
- Structured performance feedback
- Support in developing self-management skills



- ✓ Some students
- ✓ Secondary prevention
- ✓ Targeted skill instruction
- ✓ Enhanced social supports

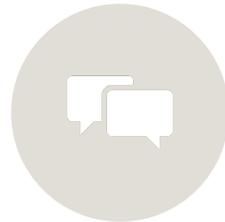
# TIER II TARGETED INSTRUCTION



RELAXATION  
SKILLS



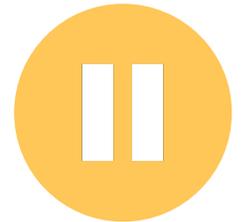
COPING SKILLS



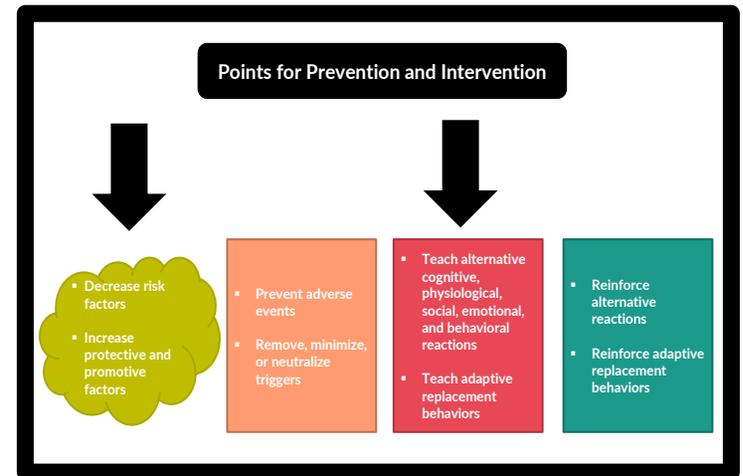
COMMUNICATION  
SKILLS



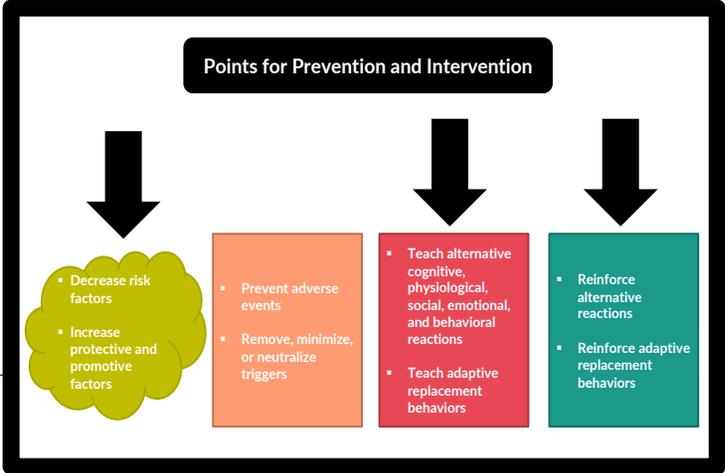
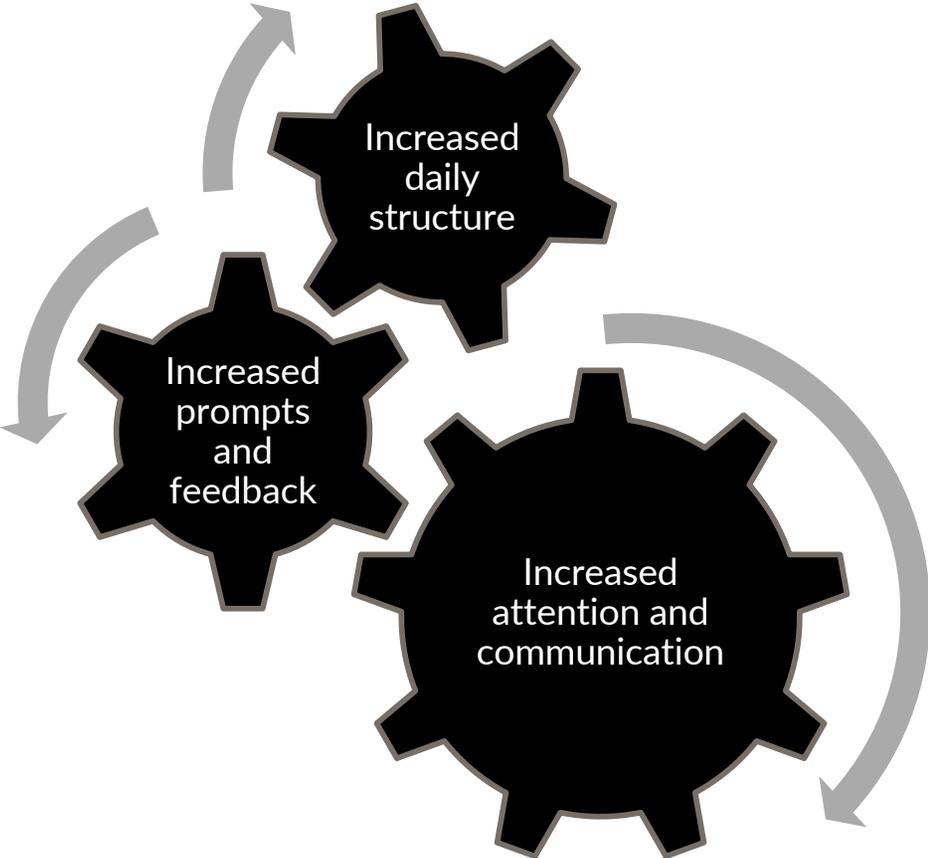
PROBLEM-  
SOLVING SKILLS



REQUESTING A  
BREAK



# TIER II SOCIAL SUPPORT INTERVENTIONS



# INTRODUCING THE CALM CAT PROGRAM

Designed for early elementary students with internalizing behavioral needs



# RESEARCH PARTNERSHIP OPPORTUNITY

## The Calm Cat Program

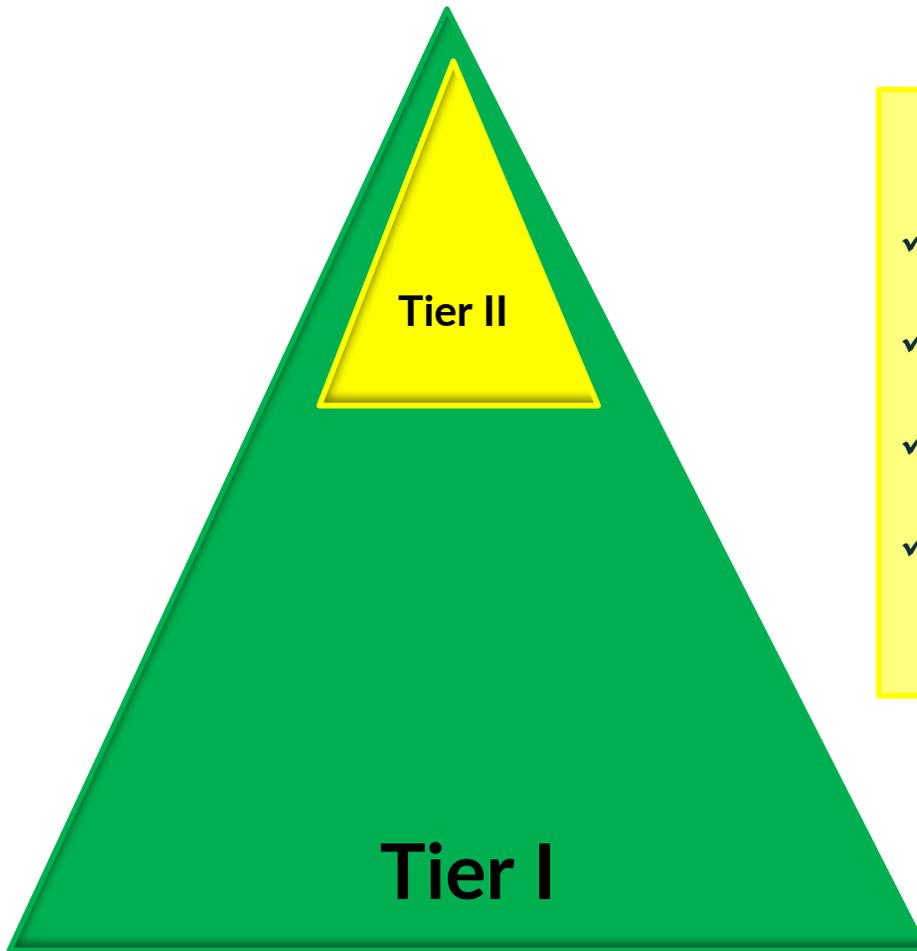
**Do you work with one or more elementary schools that are looking to:**

- Expand their Tier II intervention offerings?
- Further support young students with internalizing concerns?
- Train school-based personnel in trauma-informed interventions?

Contact Brittany Zakszeski

([Brittany.Zakszeski@devereux.org](mailto:Brittany.Zakszeski@devereux.org)) to learn more!





- ✓ Some students
- ✓ Secondary prevention
- ✓ Targeted skill instruction
- ✓ Enhanced social supports

# WHO MIGHT BENEFIT FROM TIER III SUPPORTS FOR TRAUMATIC STRESS?



## Students who...

- Have not responded to well-implemented Tier II interventions
- Report, are observed as, or are described as experiencing symptoms of traumatic stress

# HOW DO WE DETERMINE WHO MIGHT BENEFIT FROM TIER III SUPPORTS FOR TRAUMATIC STRESS?

- **Tier II progress monitoring data** indicate goal not being met within reasonable period despite strong intervention fit and implementation fidelity
- **Trauma screeners** indicate exposure to adverse events and current impairment/distress related to trauma's effects



# FEATURES OF TIER III INTERVENTIONS



Greatest intensity of supports



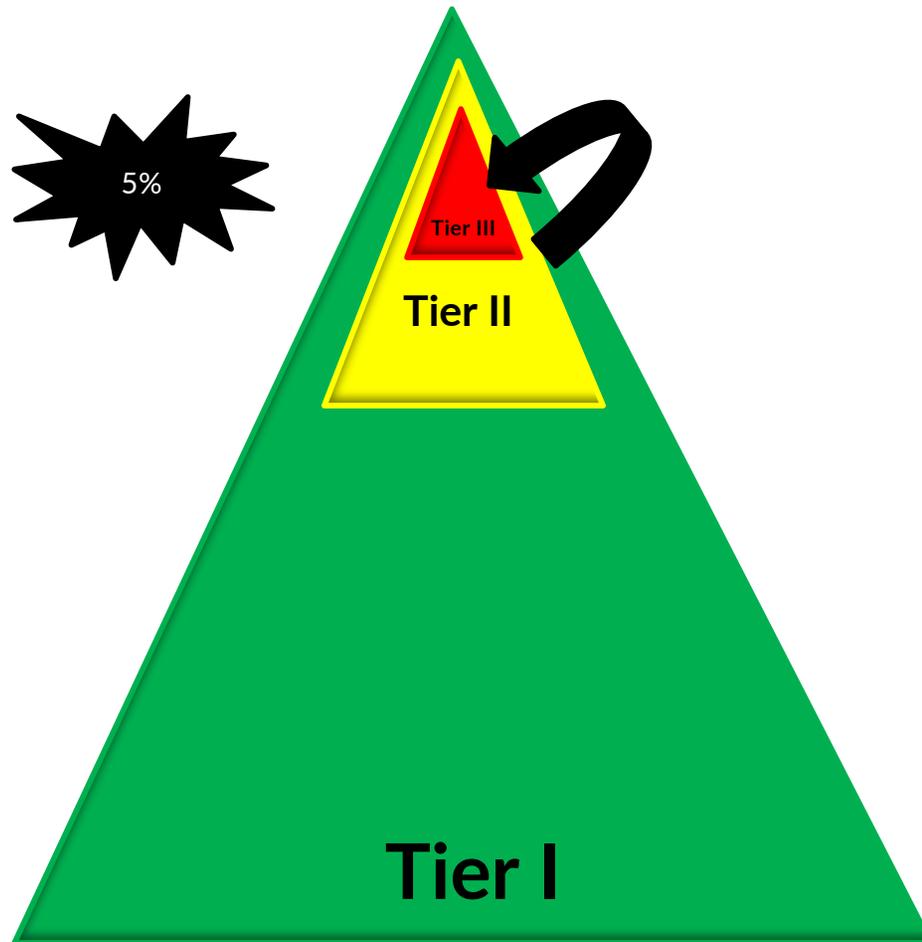
Routines and procedures often customized



Require greater implementation effort and resources



Frequent individualized progress monitoring



- ✓ Few students
- ✓ Tertiary prevention
- ✓ Cognitive-behavioral interventions for students experiencing traumatic stress
- ✓ Trauma-specific positive behavior support plans
- ✓ Service referral and coordination with external providers

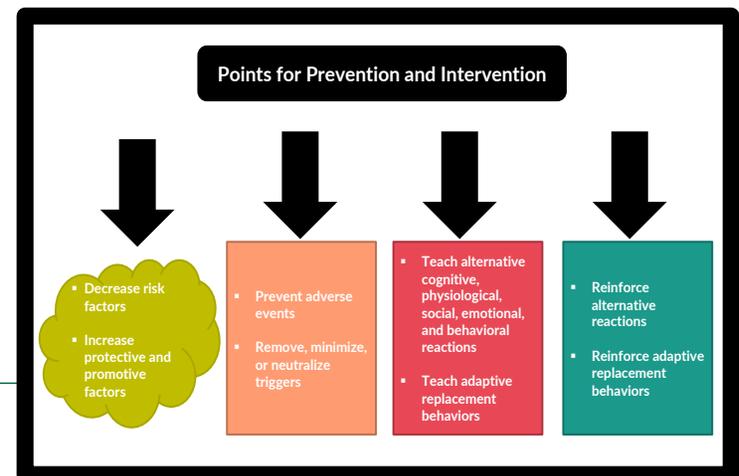
# TRAUMA-FOCUSED COGNITIVE BEHAVIORAL INTERVENTIONS

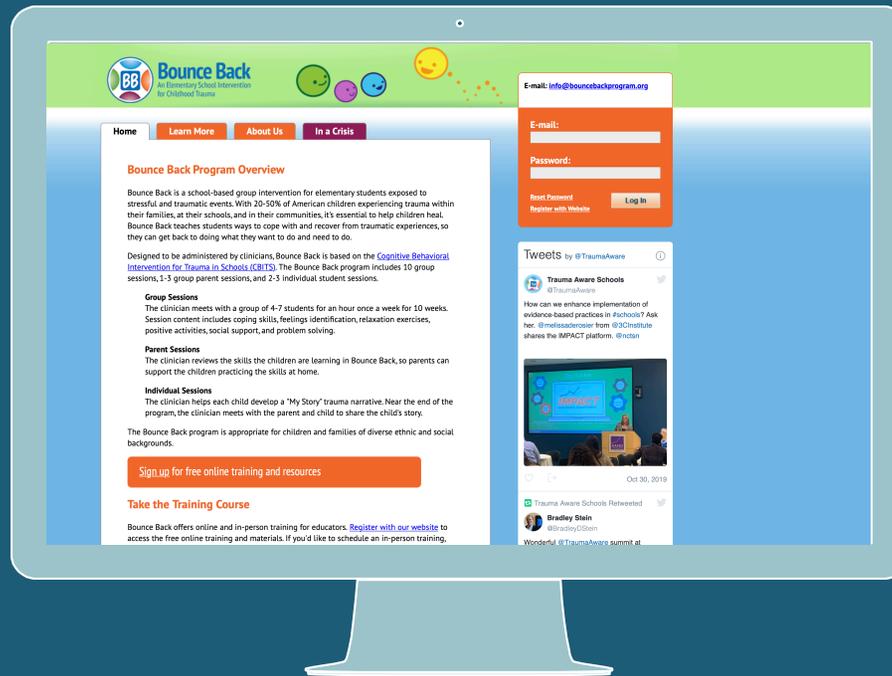
## Common Elements

- ✓ **Psychoeducation** about trauma and its effects
- ✓ Instruction on **recognizing emotions and physiological symptoms**
- ✓ Instruction on **the connection between thoughts, feelings, and actions\***
- ✓ Instruction on **relaxation, coping, and problem-solving skills**
- ✓ Development of an **anxiety hierarchy** and gradual exposure to its steps\*
- ✓ Development of a **trauma narrative** and sharing/re-telling this narrative\*\*
- ✓ **Relapse prevention**

\* In programs to be implemented by behavioral health professionals

\*\* Via individual student sessions

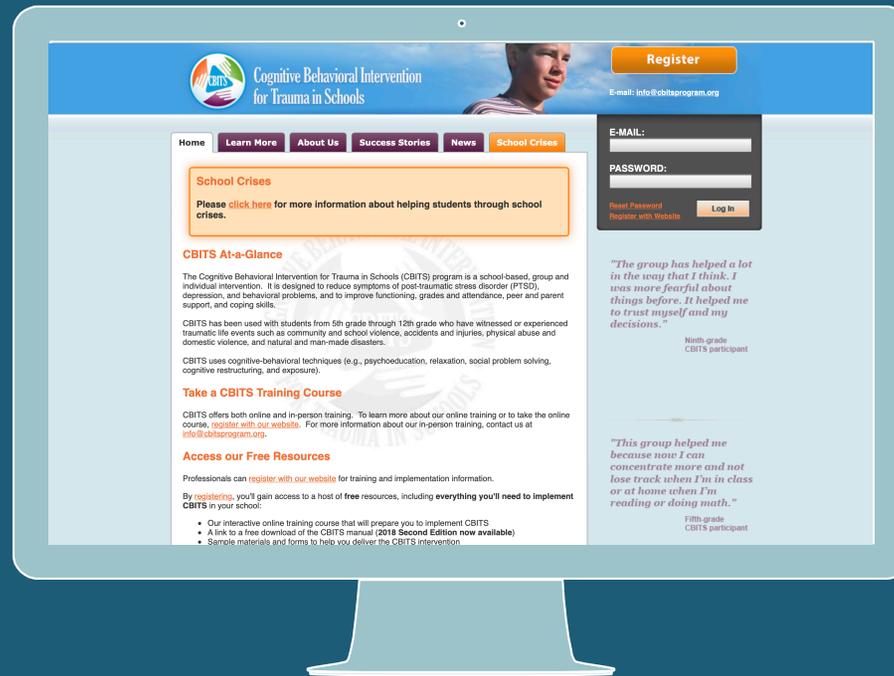




# Resource Highlight

## Bounce Back

[Bouncebackprogram.org](http://Bouncebackprogram.org)



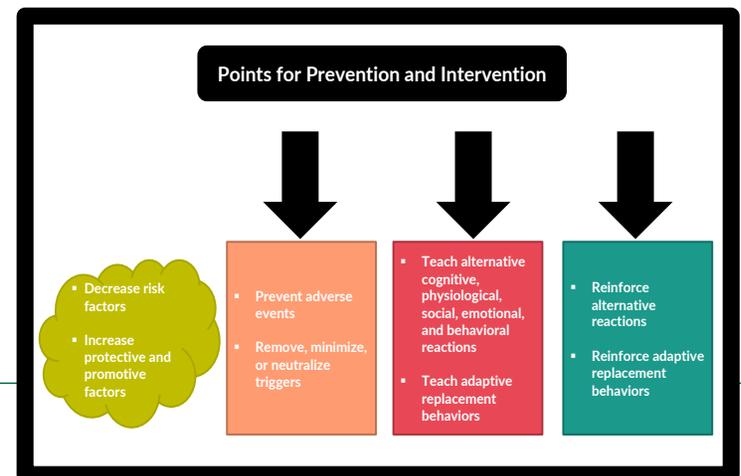
## Resource Highlight

CBITS: Cognitive Behavioral Interventions for Trauma in Schools

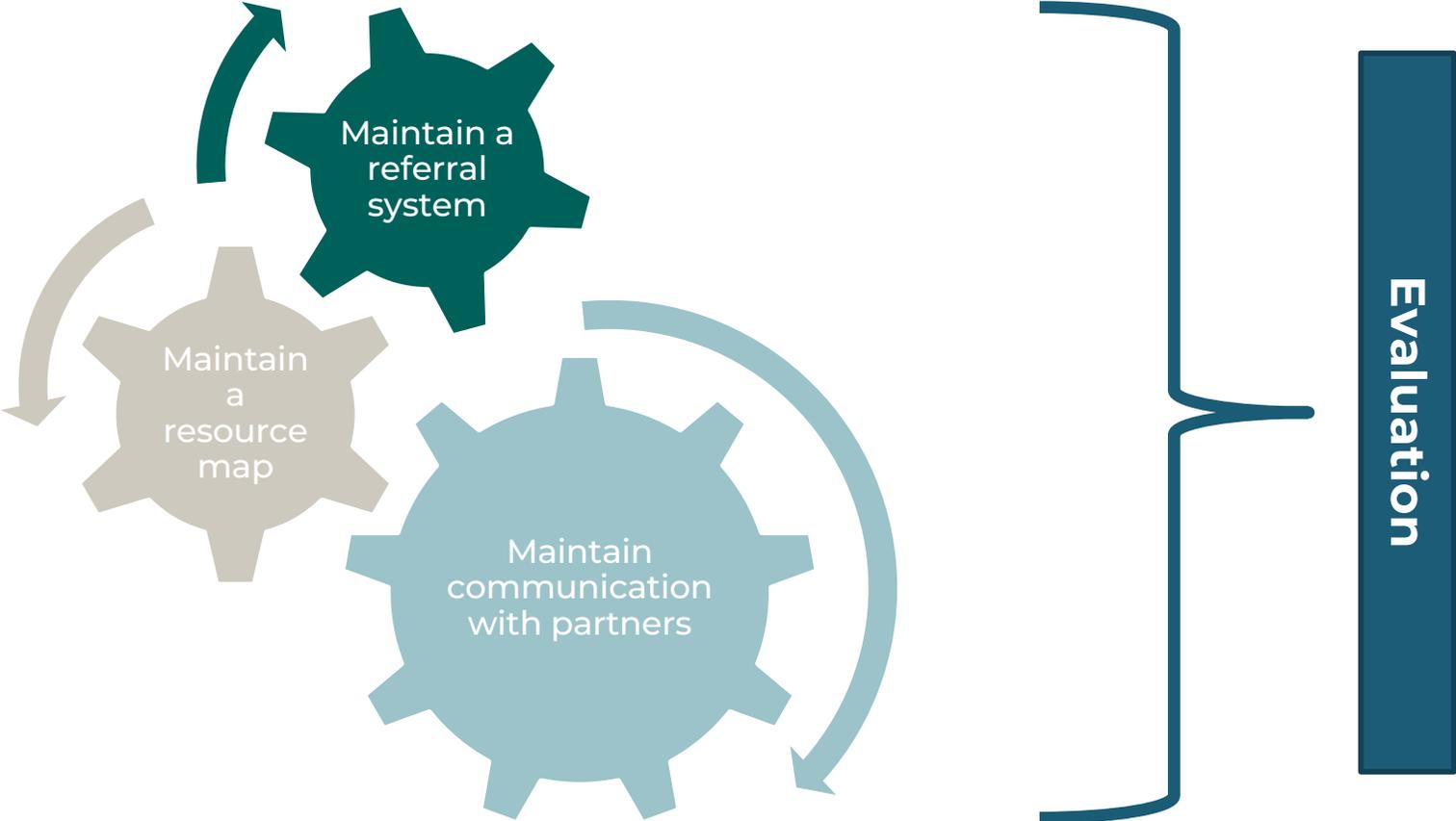
[Cbitsprogram.org](http://Cbitsprogram.org)

# TRAUMA-SPECIFIC PBSPTS

- Student-specific trauma-related triggers and strategies for neutralizing these triggers
- Supports for physiological regulation
- Supports in potentially triggering situations
- Strategies for teaching about stress responses
- Strategies for teaching and reinforcing relaxation, coping, and problem-solving skills

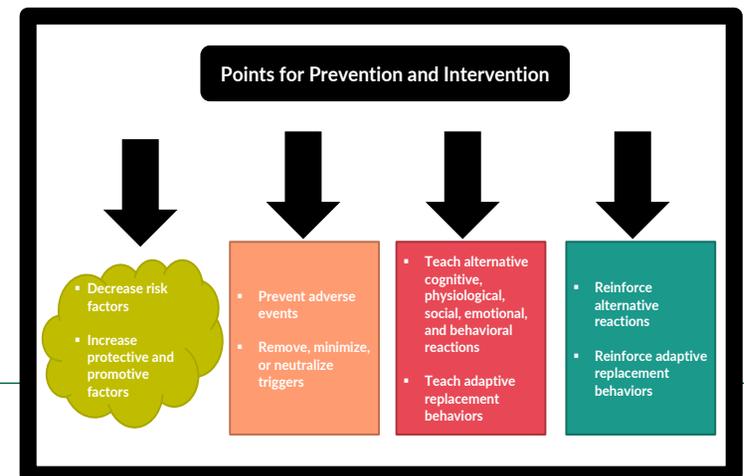


# SERVICE REFERRAL AND COORDINATION



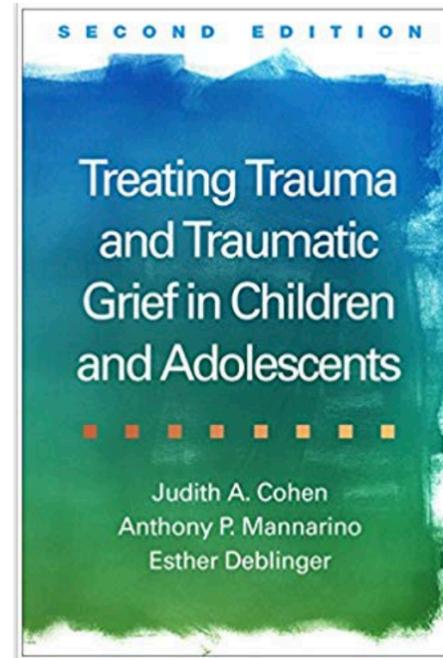
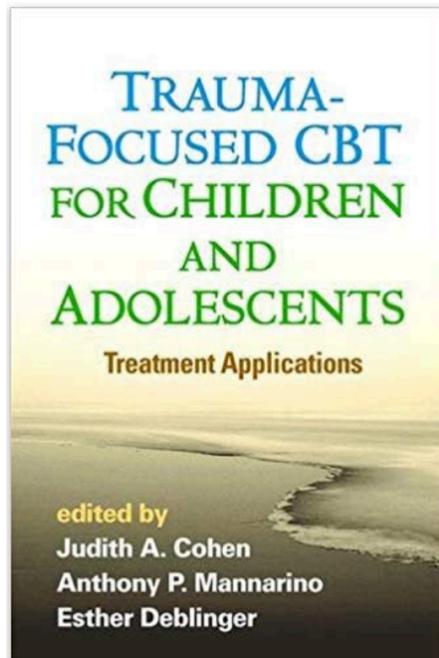
# SERVICE REFERRAL AND COORDINATION: TRAUMA-FOCUSED CBT

- Treatment approach designed to help children, adolescents, and their caregivers overcome the impacts of traumatic stress
- For children and adolescents ages 3–18
- Typically 8–25 sessions, including:
  - Individual sessions for the child or adolescent
  - Individual sessions for parents
  - Conjoint sessions between parent and child or adolescent

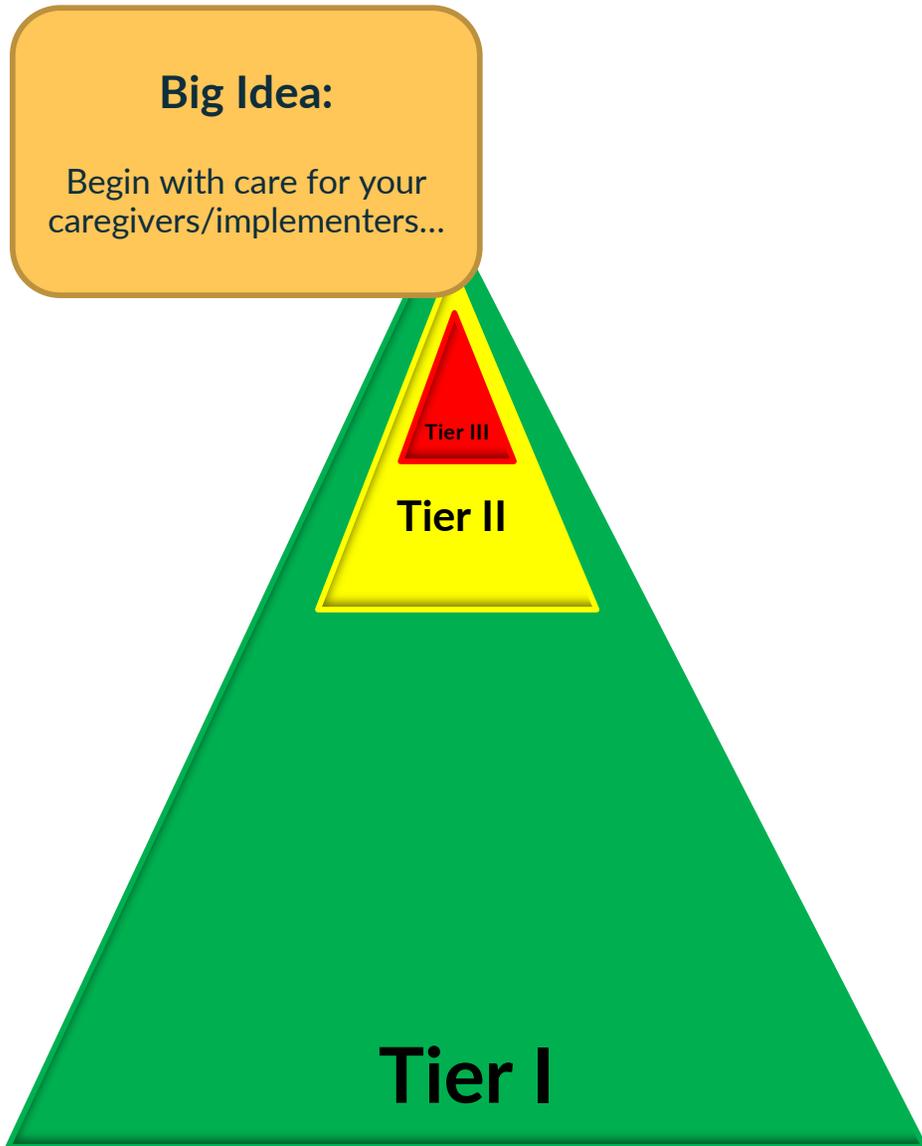


# SERVICE REFERRAL AND COORDINATION: TRAUMA-FOCUSED CBT

<https://tfcbt.org>



# THE FULL PICTURE



## For few students in the school:

- ✓ Cognitive-behavioral interventions for students experiencing traumatic stress
- ✓ Trauma-specific positive behavior support plans
- ✓ Service referral and coordination with external providers

## For some students in the school:

- ✓ Targeted skill instruction
- ✓ Enhanced social supports

## For all students in the school:

- ✓ Whole-school safety programming
- ✓ School-wide positive behavior interventions and support core practices
- ✓ Social-emotional learning
- ✓ Psychoeducation



The expectation that we can *be immersed* in suffering and loss daily and *not be touched by it* is as unrealistic as expecting to be able to *walk through water without getting wet.*

- Dr. Naomi Rachel Rennan

# KEY TERMS, DEFINED

## Stress

Experience of emotional strain and pressure due to perceived threats in one's environment

## Burnout

Prolonged response to chronic emotional and interpersonal stressors resulting in exhaustion, cynicism, and a sense of inefficacy

## Secondary Traumatic Stress

Indirect trauma response in which a collection of PTSD-like symptoms resulting from working with someone who has experienced trauma

## Vicarious Trauma

Indirect trauma response marked by a profound shift in worldview as a result of working with someone who has experienced trauma

## Compassion Fatigue

Mental exhaustion and emotional withdrawal experienced by those who care for individuals experiencing hardship or trauma over an extended period

# KNOW YOUR ABCS...



**Further reading:**  
Sweeney, B., & Caringi, J. (2020).  
Addressing secondary traumatic stress in trauma-informed schools. In E. Rossen (Ed.), *Supporting and educating traumatized students: A guide for school-based professionals* (2<sup>nd</sup> ed., pp. 313–324).  
Oxford University Press.



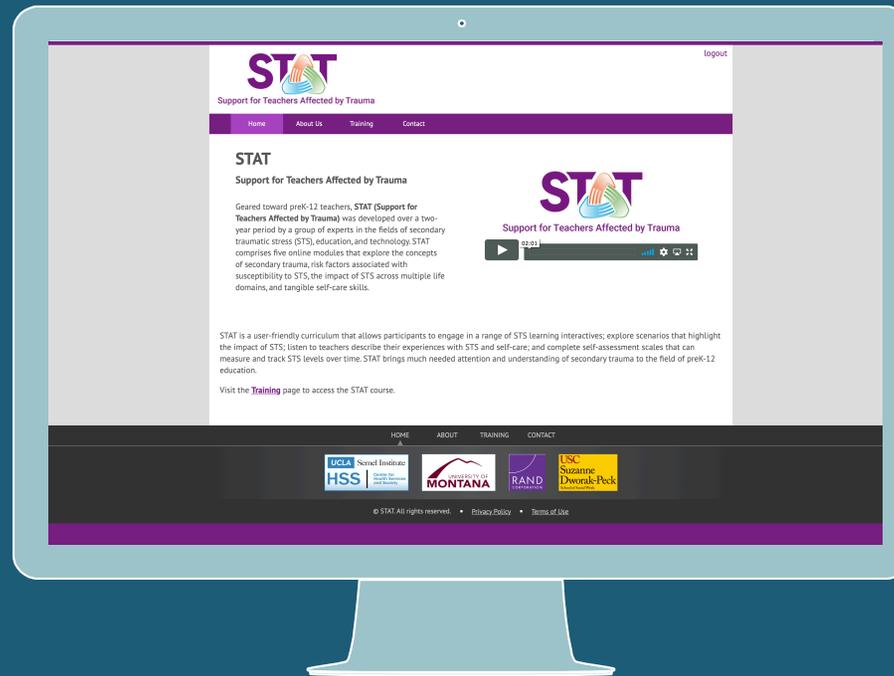
**Further reading:**

Lipsky, L. v. D., & Burk, C. (2009).  
*Trauma stewardship: An everyday guide to  
caring for self while caring for others.*  
Berrett-Koehler Publishers, Inc.

...and engage in trauma stewardship:

A **daily practice** through which individuals, organizations, and societies tend to the hardship, pain, or trauma experienced by humans...

By developing the **deep sense of awareness** needed to care for ourselves while caring for others and the world around us, we can greatly enhance our potential to work for change, ethically and with integrity, for generations to come.



## Resource Highlight

STAT: Support for Teachers Affected by Trauma

[statprogram.org](http://statprogram.org)

**That's a wrap!**

In the **chat box**,  
type the one thing that stood out to you or  
that you'll remember from this section  
("Augmenting the Triangle to Prevent and  
Address Trauma").

# Session Agenda



Session Overview



The Three Es of Trauma



Trauma-Informed Values, Assumptions,  
and Practices



Augmenting the Triangle to Prevent and  
Address Trauma



Session Wrap-Up

Questions?  
Comments?  
Concerns?



# CONTACT US:



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