School and Community-Based Trauma-Skilled Practices Supporting Youth
The Childhood-Trauma Learning Collaborative's Compassionate School Mental Health Model

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Maine Virtual Training | Tuesday, August 25, 2020
In-Meeting Social Media Engagement

Let people know you’re “in the house” by sharing that you’ve joined our event on your social media channels.

#CTLCLearning to post about the event and what you’re learning; connect with other attendees; and live-tweet with our moderator. We will be highlighting these engagements in-meeting.

Use our event blog post to share news of our event and to encourage your colleagues to learn more the New England MHTTC Childhood-Trauma Learning Collaborative.

Visit us online: New England MHTTC’s Childhood-Trauma Learning Collaborative
https://mhttcnetwork.org/centers/new-england-mhttc/home

Center for Educational Improvement
http://www.edimprovement.org/
Our Collaborators

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Aroostook County Action Program

Northern Maine Education Collaborative

Aroostook Community Collaborative

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Welcome

Meet Our Team (Presenters/Facilitators)

Review of Training Goals

The Maine Story

Collective Trauma & Neuroscience

Our Compassionate Schools Model

Morning Session

Our Tools

Core Learning Teams

Visioning

Resources
Afternoon Session

Visioning in Maine

The Visioning Process

A Visioning Experience

S-CCATE Virtual Simulation

The Childhood-Trauma Learning Collaborative
Training Goals: Supporting Educators and Mental Health/Community-Service Providers

Morning Session

• Increase understanding of the neuroscience of trauma and the affects of collective trauma
• Enhance understanding of the work, tools, and resources of the C-TLC
• Deep dive analysis and featured examples of the Compassionate School Mental Health (CSMH) Model and implementation strategies—Heart Centered Learning,® Visioning, Core Learning Teams, and use of the online School Compassionate Culture Analytical Tool for Educators (S-CCATE)
Training Goals: Supporting Educators and Mental Health/Community-Service Providers

Afternoon Session

• Learn about Step #4 of Visioning: Research Exemplars

• Experience S-CCATE (Virtual Simulation Activity)

• Guidance and connections to support your use of the CSMH Model with your community
Meet Our Team: The Childhood-Trauma Learning Collaborative (C-TLC)

Yale Program for Recovery and Community Health
New England Mental Health Technology Transfer Center
Center for Educational Improvement
Compassionate School Mental Health Model

Prevention: Reduce the Causes
- Home Community School

Develop Protective Factors
- Empower nurturing adults
- Build compassionate environments

Support the Child
- Identify those in need
- Refer for Supports
- Increase sense of agency and SEL skill set

Build Resiliency
What’s going on in Maine schools?

- Schools in green areas re-opening. Many considering hybrid/online options
- Influx of new residents
- Governor is focused on SEL and mental health
- School MH providers were already stretched thin before closings
- Rural areas are far from needed services
- Youth service providers want to learn more about how to work with schools
Who serves Maine youth in need of mental health support?

- Oxford County Mental Health
- Life by Design, PA
- The Opportunity Alliance
- Kennebec Behavioral Health
- Coastal Healthy Communities Coalition
- Project Alliance
- The Northern Lighthouse Inc.
- Aroostook Council for Healthy Families
- Aroostook County Action Program

- Maine’s Department of Health and Human Services has a list of Children’s Behavioral Health Providers organized by region.
What’s going on statewide with youth mental health?

Results of MHTTC statewide needs assessment and interviews:
  • Dedicated state leaders and agency staff are revamping the state’s approach to CMH.
  
  • This approach has led to greater creativity, funding support, satisfaction with services, and collaboration among state and community agencies.

Current Challenges:
  • Funding/reimbursement, scarcity of services, workforce recruitment and retention, cultural responsiveness, family and community education
  
  • TA requests: EBP support, collaboration with other states, support in engaging special populations, workforce development
Collective Trauma

- COVID-19
- Racial Justice and Equity

Differences in family and community coping and resiliency
- Concerns of staff as well as families
- For some, lack of access to resources
- For some, a time of grief and sorrow
- For some, the double jeopardy of both
Back to School After COVID-19: Supporting Staff and Student Mental Health Needs

1. Foster safety and equity.
2. Build community.
3. Work with community partners to support student and staff mental health.
4. Acknowledge and address grief.
5. Re-establish routine and connection.
6. Use mindfulness to teach self-regulation at home and at school.
7. Create a vision for a better future together.

Download our companion toolkit to help you vision for a return to school this fall.
The Neuroscience of Trauma
No one and no zip code is immune to trauma and stress.

Effects of trauma and stress can be debilitating to brain structure and function resulting in decreased learning, behavioral, and emotional challenges.

Consequences are far reaching into adulthood, profoundly impacting society as a whole.

Trauma has the potential to cripple a whole generation of children, if their needs are left unmet.
Children who have experienced trauma

- 25% of children enter school having experienced trauma:
  - 1 in 4 children before the age of 4
  - 6 in 10 before the age of 18

- 85% of students in urban areas have experienced the trauma of neighborhood violence

- Compromised normal development, leading to cognitive, emotional, behavioral, and/or educational challenges

- Increased risk-taking behaviors, educational failure and violence as children move into middle and high school
Trauma, CNS, and Mindfulness

**Trauma:**
- too much,
- too fast,
- too soon,

**Central Nervous System Effected**

- Smaller Pre-frontal Cortex, difficulty with executive functioning
- Overstimulated Amygdala, hair trigger fight, flight, or freeze
- Underactive Hippocampus, impaired memory function
- Disruption in the Vagus Nerve, inability to regulate CNS

**Yoga, Breathwork, Meditation**

- Increased Executive Functioning Skills
- Regulated Amygdala
- Functional Hippocampus
- Regulated Vagus Nerve
Teacher Stress and How Trauma Impacts Adults

We conducted virtual focus groups with C-TLC Fellows, a group of administrators (of general and special education), school psychologists and social workers, and (general and special education) classroom teachers, asking about their stress levels and sources related to:

- The novel coronavirus, its disruption to their school communities, and
- How they are using self-care and supports from others to address their stress.

School leaders who are being counted on to make so many decisions in an instant, during this time, are stretched. We heard in our focus groups that leaders are making quick and difficult decisions about where to focus their attention.
Teacher Stress and How Trauma Impacts Adults

The seemingly indestructible school leader of the past is no longer guaranteed or assured in these times.

School leaders, each profoundly challenged and compromised in some way, every day are trying to be the “rock” they have always been for staff and students but are struggling themselves in ways never imagined.

Whether it is the moment-to-moment impact of stress and trauma, coupled with the cumulative impact of stress and trauma that hits, often without warning or partiality, school leaders are suffering. They are suffering, and yet, their resiliency and resourcefulness are paramount. Their own self-care is critical and will continue to be essential in the weeks, days, and years to come.
Reimagining Equity and Addressing Trauma

Despite the hardships we are experiencing, some educators and service providers, across a variety of situations, are using this pause to reimagine what a more equitable and trauma-informed school might look like when children and teachers finally return to school buildings.
Impact of trauma on the brain

Compounded stress compromises:

- **Physical Health and well-being**, leading to disease, illness, and sickness
- **Mental well-being**, leading to anxiety, difficulty focusing
What a physiological stress response may look like...in classroom, within your colleagues, with your family

<table>
<thead>
<tr>
<th>flight</th>
<th>fight</th>
<th>freeze</th>
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<tbody>
<tr>
<td>• withdrawing</td>
<td>• acting out</td>
<td>• exhibiting numbness</td>
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<tr>
<td>• fleeing the classroom</td>
<td>• behaving aggressively</td>
<td>• refusing to answer</td>
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<tr>
<td>• skipping class</td>
<td>• acting silly</td>
<td>• refusing to get needs met</td>
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<tr>
<td>• daydreaming</td>
<td>• exhibiting defiance</td>
<td>• giving a blank look</td>
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<td>• seeming to sleep</td>
<td>• being hyperactive</td>
<td>• feeling unable to move or act</td>
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<td>• avoiding others</td>
<td>• arguing</td>
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<tr>
<td>• hiding or wandering</td>
<td>• screaming/yelling</td>
<td></td>
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<tr>
<td>• becoming disengaged</td>
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Souers & Hall, 2016
Vagus Nerve

Stress/trauma affect the entire body
- Responsible for balance in the body
- How to Reset
  - Shaking/Dancing
  - Breathwork
  - Laughing
  - Healthy gut

“Mind-body therapies work with the vagus nerve to help you find balance...you will find a variety of breath and movement practices aimed to stimulate and reset the vagus nerve. Through a process of self-study and mindful body awareness, you can start to learn strategies that help you restore a sense of safety and heal from trauma.”

-Dr. Arielle Schwartz
UCLA Brief COVID-19 Screen for Child/Adolescent PTSD ©

(Even if no item above is scored “Yes”, continue to ask the following.)

*For your reactions to what’s happening because of the coronavirus illness, TELL ME for each problem listed below the number (0, 1, 2, 3, or 4) that shows how often the problem happened to you in the past month. Use the Frequency Rating Sheet to help you decide how often the problem happened in the past month.*

<table>
<thead>
<tr>
<th>HOW MUCH OF THE TIME DURING THE PAST MONTH...</th>
<th>None</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I try to stay away from people, places, or things that remind me about what happened or what is still happening.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2 I get upset easily or get into arguments or physical fights.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3 I have trouble concentrating or paying attention.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4 When something reminds me of what happened or is still happening, I get very upset, afraid, or sad.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5 I have trouble feeling happiness or love.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6 I try not to think about or have feelings about what happened or is still happening.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7 When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8 I have thoughts like “I will never be able to trust other people.”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9 I feel alone even when I am around other people.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10 I have upsetting thoughts, pictures or sounds of what happened or is still happening come into my mind when I don’t want them to.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11 I have trouble going to sleep, wake up often, or have trouble getting back to sleep.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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# UCLA Brief COVID-19 Screen for Child/Adolescent PTSD ©

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID #</th>
<th>Age:</th>
<th>Sex: □ Female □ Male</th>
<th>Grade in School</th>
<th>School:</th>
<th>Teacher:</th>
<th>City/State</th>
<th>Interviewer Name/I.D.</th>
<th>Date (month, day, year) / / (Session #)</th>
</tr>
</thead>
</table>

The coronavirus illness has made a lot of people very scared and worried about their own safety and health, and the safety and health of their family and friends. To help me understand how you are doing with what is happening, I’d like to ask you some questions about some ways that we know people react to this kind of danger. For me to better understand your answers, it’s helpful for me to ask you a few questions first.

- **Have you or someone close to you gotten very sick or been in the hospital because of this illness?** □ Yes □ No
- **Have you or someone close to you been quarantined because of having symptoms of this illness?** □ Yes □ No
- **Have you or someone close to you been told of a positive test for this illness?** □ Yes □ No
- **Does someone close to you work around people who might have this illness?** □ Yes □ No
- **Have you or a family member had to move away from home because of this illness?** □ Yes □ No
- **Has anyone close to you died because of this illness?** □ Yes □ No

If yes, can you tell me who?

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**Military Families**

- **Has a military member of your family been deployed to a place where people have this illness?** □ Yes □ No
- **Have you and your family been quarantined and made to stay on your military base?** □ Yes □ No
- **Has a military member of your family been unable to return home or leave a foreign country because of being quarantined or because of having this illness?** □ Yes □ No

- **Has anything else happened to you/your family because of this illness that has been very upsetting?** □ Yes □ No

Describe: ________________________________________

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Educational Impacts of Trauma

• **Poorer academic performance**  
  (Kendall-Trackett & Eckenrode, 1996; Loman et al., 2009; Majer et al., 2010; Navalta et al., 2006)

• **Lower educational attainment and greater grade retention**  
  (Bethell et al., 2014; Porche, Costella, & Rosen-Reynoso, 2016)

• **Achievement gaps tend to widen and persist across elementary school**  
  • (McClelland, Acock, & Morrison, 2006)
Executive functioning skills are most critical for life success.

Predictive developmental outcomes:

- School readiness
- Academic achievement
- Social functioning
- Mental and physical health

(Bierman, Nix, Greenberg, Blair & Domitrovich, 2008; Clark, Pritchard, & Woodward, 2010; Moffitt et al., 2011; Zelazo & Lyons, 2012)
To expand the work of the New England MHTTC, Yale PRCH partnered with the Center for Educational Improvement to create the Childhood-Trauma Learning Collaborative to support school-based mental health education.
New England MHTTC

**Mission:** To use evidence-based means to disseminate evidence-based practices across the New England region.

**Area of Focus:** Recovery-Oriented Practices, including Recovery Support Services, within the Context of Recovery-Oriented Systems of Care.

**Partners:** Led by PRCH, in partnership with Center for Educational Improvement, C4 Innovations, and Harvard University, Department of Psychiatry

**Projects:** C-TLC, Children's Mental Health, Early Psychosis, Person-Centered Recovery Planning Learning Collaborative, Let(s) LEAD Academy, Suicide Prevention Collaborative
To ensure the responsiveness of our work, we will actively develop and maintain a network of:

- Government officials
- Policy makers
- System leaders
- Administrators
- Community stakeholders
- Providers
- Researchers
- Youth and adults
- Family members

from each of the six states to guide our activities.
Resilience and recovery are based on respect.

Resilience and recovery emerge from hope.

Resilience and recovery are family- and person-driven.

Resilience and recovery occur via many pathways.

Resilience and recovery are culturally-based and influenced.

Resilience and recovery are supported by peers and allies.

Resilience and recovery are supported through relationships and social networks.

Resilience and recovery are supported by addressing trauma.

Resilience and recovery involve individual, family, and community strengths and responsibility.

Resilience and recovery are holistic.
C-TLC Mission, Goals, Work in New England

Through the C-TLC, public and private Pre-K-12 schools in New England gain access to evidence-based mental health resources to enhance their awareness of childhood trauma and related neurobiological implications.

Our training and technical assistance supports focus on the benefits of mindfulness practices for youth, as well as ways to strengthen, value, and increase social emotional competence, accelerate learning, and develop a sense of well-being for students, teachers, and the wider school community.

C-TLC’s mission is to enhance school culture and prepare school personnel to improve the mental health of school-aged children in the New England region.
Our Story: School Mental Health Initiative: Childhood-Trauma Learning Collaborative (C-TLC)

- Trauma-skilled, child-centered interventions improve resilience, learning, and achievement for children who have experienced trauma.

- Schools are ideal settings to provide support to ameliorate the effects of trauma and amplify protective factors.

- Increasing the number and availability of educated and nurturing adults and teachers within schools to meet the mental health needs of children.
Our Work with New England Educators: C-TLC Fellows

The C-TLC is supported by a diverse group of educational leaders, including district leaders, school administrators, school psychologists and counselors, social workers, and teachers from each of the six states in New England. Fellows disseminate trauma-informed resources that improve resilience, learning, and achievement for children who have experienced/are at risk of experiencing trauma.

Our Fellows also assist in strategic planning and communications within their state to alleviate the impact of trauma and help schools understand their role in building supportive classrooms to help children who are most at-risk.

Our Fellows also use the School Compassionate Culture Analytic Tool for Educators (S-CCATE)—an online assessment tool developed by the Center for Educational Improvement. S-CCATE helps schools to plan for, implement, and interpret results of social emotional learning interventions that enhance the culture of compassion in school communities.
Our Work with New England Educators: C-TLC Fellows

- **2 Fellows/state** (in each of the six states that comprise the New England region)
- Commitment of **5-6 hours/month**
- Recruit a minimum of **5 schools** as S-CCATE users
- Participate in monthly informational webinars
- Participate in New England MHTTC Leadership and Learning Collaborative activities and meetings related to addressing mental illness, reducing the impact of trauma, and the role of schools/districts in these efforts.
What does a compassionate school community look like?

The C-TLC’s Compassionate School Mental Health Model
Cultivating Compassionate School Communities

- Compassionate School Mental Health Model
- Heart Centered Learning®
- Core Learning Teams
- S-CCATE
- Visioning
Compassionate School Mental Health Model

Prevention: Reduce the Causes
- Home
- Community
- School

Support the Child
- Identify those in need
- Refer for supports

 Develop Protective Factors
- Empower nurturing adults
- Build compassionate environments

Build Resiliency
- Increase sense of agency and SEL skill set
The 5 Cs of Heart Centered Learning

Consciousness, Compassion, Confidence, Courage & Community

Caring, Competent Leaders

Self-Care

Develop a Collective Vision

Staff Professional Development
  Mental Health Literacy

Developing Community
  Home-School Connections

Implementation

Compassionate Mental Health
5 Components of Heart Centered Learning
The Five Cs: Consciousness, Compassion, Confidence, Courage, and Community

“The Five Cs fill a void...by providing a practical tool for healing stress and trauma and building student resiliency. With the Five Cs, teachers gain access to many engaging instructional activities that can be easily integrated into the academic curriculum, supporting healing, and building compassionate school communities.”

~ Jeff Donald, Mindfulness Coordinator
MONTGOMERY COUNTY PUBLIC SCHOOLS
Maryland's Largest School District
Solution: Cultivate mindfulness, compassion, and heart centered learning environments to combat trauma and stress

Challenges in Maine Schools

Before joining the C-TLC, Principals Jaime Ela and Kristen Levesque noticed an increase in red flags at their respective schools:

> Student absences and outbursts

> Challenges at home for students, such as violence and food insecurities, disruption to family income (job loss/parental separation)

> ACEs: More children experiencing Adverse Childhood Experiences
Maranacook Community Middle School
The Journey to Becoming Trauma-Informed

School Demographics
- 285 Students; 30 Teachers
- Rural, 97% Caucasian; 1% African American; 1% Asian; 1% Other

Next Step on the Path:
- Find and share resources and supports
- Consider and identify specific needs and realities of students and staff
- Plan for schoolwide trauma-informed practices
- Use of social emotional learning curriculum

S-CCATE’s Role: The first step in becoming trauma-informed is being aware of strengths and weaknesses, which helps determine what we will do to best support our students.

The Role of C-TLC Resources: C-TLC trainings provide great resources and applicable actions that can be used to increase mindfulness, support student responsibility, and ultimately support rigor in the classroom.

Exemplar Staff Trainings Implemented
- ACES Training
- Restorative Practices…We are very focused here
- Supporting schedules, SOPs and providing rationales; understanding the why and the how help with anxiety
- Mindfulness for staff (and some for students when in classrooms)
Guest Presenter: C-TLC Fellow Jaime Ela, MEd, Principal Libby-Tozier and Carrie Ricker Schools, Litchfield, ME

“The training and resources from the C-TLC have been extremely valuable. I have so many connections now to look to when I have questions.”
Carrie Ricker and Libby Tozier School
The Journey to Becoming Trauma-Informed

School Demographics
Carrie Ricker
• 325 Students; 325 Teachers
• Rural, 97% Caucasian; 3% Other

Libby Tozier
• # Students; 169 Teachers
• Rural, 98% Caucasian; 2% Other

Next Step on the Path:
Collective visioning with team leaders.

S-CCATE’s Role: With the survey information from my staff, I was able to plan the best path for us to become more trauma-skilled as a community.

The Role of C-TLC Resources: The training and resources have been extremely valuable. I have learned from professional development, tools, and strategies and have been able to share these with my staff.

Exemplar Staff Trainings Implemented: I created a behavior committee at Libby Tozier. We are working toward a common language for students to allow the Pre-K-2 students understand different calming strategies. We purchased supplies for calming baskets in one of my schools and are purchasing similar items at the other. We are going to be implementing Second Step in both of my schools this year to support student and staff mental health as recommended in the C-TLC’s Back to School After Covid-19" toolkit. My leadership teams will be looking at all seven suggestions in the toolkit.
Mindfulness can help *improve* executive functioning which is critical for coping and learning.

Mindfulness can *improve executive functioning skills* such as:

- attention
- impulse control
- working memory
- cognitive flexibility
- emotional regulation
Why this Work is Important

EF skills are critical for learning and development for school, career, and life.

<table>
<thead>
<tr>
<th>EF and Self-Regulation</th>
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<tbody>
<tr>
<td>Self-awareness</td>
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<tr>
<td>Self-management</td>
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<tr>
<td>Social awareness</td>
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<tr>
<td>Relationship skills</td>
</tr>
<tr>
<td>Reasonable decision making</td>
</tr>
<tr>
<td>Working memory</td>
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<td>Mental flexibility</td>
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<tr>
<td>Self-control</td>
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Mindfulness in the Classroom: One deep breath at a time…

Featured School Exemplar – Lee Elementary School, Lee, MA

Meditation Moment… "Take deep breaths and relax."

Feelings Thermometer
"How are you feeling?"
Daily Ritual

Meet Washington Worrywart …unzip his mouth and share your worries

Tell Me Your Story… Journaling to express how they are feeling
The Benefits of Mindfulness Practice
Benefits of Teacher Mindfulness Practice

Mindfulness helps teachers…

• Maintain better coping, self-regulation, and resilience skills to handle stress at work, at play, and in life
• Deliver higher quality instruction
• Interact more positively and compassionately towards self, students, and surroundings

Mindfulness helps elicit greater awareness of one’s…

• Environment
• Experiences
• Breath, and
• Emotions (How you are feeling)

Mindfulness Practice p. 2-5
Whole School Community Benefits of Mindfulness Practice

Integration of mindfulness throughout:

• Curriculum
• Professional development
• Disciplinary practices and policies
• Leadership practice
Receiving Loving Kindness

1. Close your eyes; think of someone who loves you
2. Imagine that person at your right side
3. Feel the warmth, the love
4. Imagine another person standing on your left, sending you wishes for wellness and happiness
5. Imagine you are surrounded, on all sides, by people who love you. You are filled and overflowing with warmth and love
Courageous Hero: Discuss what it means to have courage, what it may look like, and why it’s important

- Students draw a table with 3 things: Courageous Hero, Action, and Circumstances
- Team up or form small groups and compare

<table>
<thead>
<tr>
<th>Courageous Hero Exercise</th>
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<tr>
<td>Courageous Hero</td>
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Practical Tip: Create an inviting environment

1. Make an inviting environment. What will this look like virtually, in-person, hybrid?
2. How will you get to know your students?
3. How will you know students are feeling valued?
4. How will you reach out to those who are less engaged? Discouraged? Stressed? Feeling isolated?
Where do schools start?
Cultivating Mindful School Communities

Step 1: Awareness: Needs, Possible Solutions

Step 2: Core Learning Team

Step 3: S-CCATE Assessments

Step 4: Continuity of Training in:
- Neurobiology of trauma, Adverse Childhood Experiences (ACEs)
- Neuroscience/psychology of emotions (amygdala), memory (hippocampus), and executive functions (prefrontal cortex)
- Healthy child/youth development through the body-mind connections and interweaving of emotions and cognition

Step 5: Data Informed Action with Visioning
Step One: Awareness

Review your landscape: What’s the lay of the land?

- “All Hands-on Deck” Approaches; i.e., Staffing insufficient to handle all calls; much more falling on teachers; triage, of a sort
- Fewer global readiness skills among incoming students
- Lower achievement among students
- Vicarious trauma of staff
- Shared frustrations of both school staff and clinicians, from outside agencies such as Department of Children and Families
C-TLC Fellows participated in an initial study of Heart Centered Learning.

Step Two: Establish Core Learning Teams at the School Level

• 3 paraprofessionals
• 3 teachers
• A program director, e.g., school adjustment counselor, etc.
• Mental health/community service providers
• Principal
Core Learning Team Discussions in New England

• Incidences where extreme **emotional dysregulation** of students took inordinate amounts of time away from teaching and learning

• Fears for general safety of staff and students in proximity of repeated incidences

• Limitations of behavioral expectation-based models of discipline and consistent follow through
Core Learning Teams

Peter Senge (1990)

_The Fifth Discipline:_

The unit of the team is “vital because teams and not individuals are the vital unit of learning in modern organizations” (p.355).
Teaming

A team approach to learning may lead to deeper learning, which activates learners and motivates them to “actively explore, engage with, reflect on, and produce knowledge.”

(Pereira & Wahl, 2019).
Barriers to Using Teams Effectively

- Lack of trust
- Vague goals
- Insufficient opportunities to meet
- Uncertainty about roles
- Ineffective leadership
- Lack mutual accountability (Donaldson et al., 2008)
Online SEL Tool to Help You Address Student and Staff Mental Health
Step Three: Guidance to teachers in reflecting on grade level implementation of Heart Centered Learning

Provides a way to:

1. **Assess** areas of strengths and challenges

2. **Share** concrete examples with other grade levels (what works/mutual exchange of ideas)

<table>
<thead>
<tr>
<th>Factor</th>
<th>National</th>
<th>Lee Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Leadership and a Compassionate School Community</td>
<td>2.58</td>
<td>2.83</td>
</tr>
<tr>
<td>Factor 2: Conscious Awareness of Emotions and Stress</td>
<td>1.81</td>
<td>2.37</td>
</tr>
<tr>
<td>Factor 3: Courage &amp; Resiliency</td>
<td>2.14</td>
<td>2.41</td>
</tr>
<tr>
<td>Factor 4: Confidence &amp; Positivity</td>
<td>2.93</td>
<td>3.02</td>
</tr>
<tr>
<td>Factor 5: Understanding of Equity</td>
<td>2.07</td>
<td>2.05</td>
</tr>
</tbody>
</table>
Step Four: Continuity of Training

• Ongoing training during the year

Training Examples
  ▪ Morning staff meetings
  ▪ School gatherings
  ▪ Classroom visits and observations
  ▪ Collaboration

• Adapting PD to meet school needs
• C-TLC Practices in Maine
• Sustainability with leadership changes, staff mobility, etc.
Compassionate School Mental Health Model

Prevention: Reduce the Causes
- Home Community School

Support the Child
- Identify those in need
- Refer for Supports

Develop Protective Factors
- Empower nurturing adults
- Build compassionate environments

Build Resiliency
- Increase sense of agency and SEL skill set
Visioning

“The journey into 21st century learning begins with a compelling, collectively developed vision. Whether your school is large or small, rural or urban, high-achieving or struggling, traditional or charter, diverse or homogenous, low socioeconomics or high socioeconomics, visioning is an essential ingredient for success. It clarifies beliefs, understandings, and expectations. A vision shared is a vision that has grown to permit risk, encourage growth, and allow for the expansion of knowledge and experiences.”
Figure 4.1 Circle of Ideas

Your Vision

Empathetic → Ideal → Practical → Inclusive → Exploratory → Flexible → Bold

Your Vision
Visioning Process: Steps 1-8

Step 1
Form a Vision Steering Team

Step 2
Determine who will be involved in visioning

Step 3
Develop your first draft of your vision

Step 4
Research exemplars and options

Step 5
Refine your vision using an iterative visioning

Step 6
Develop your mission and goal statements and determine how to measure progress process

Step 7
Secure consensus

Step 8
Develop an Action Plan to implement your vision
Join Us: C-TLC Membership, Products, Resources, Services
Why community is important

We help educators transform their schools/districts into compassionate communities of heart centered learners.

Community helps us:
- Brainstorm solutions
- Learn from each other
- Avoid re-inventing the wheel
- Find answers
- Network with people and organizations
In the C-TLC Community, you can…

- **Learn from experts** in the fields of psychology, mindfulness, neuroscience, trauma, parent education, and mental health

- **Learn from other educators** about what’s working in the classroom

- **Hear perspectives of educators, mental health professionals, and community-services providers in a variety of staff roles**

- **Ask questions** of researchers who can find evidence-based programs and interventions for your specific needs
C-TLC Webinars: Strengthening Mental Health Supports

Is your school trauma-informed? Are you/your colleagues looking for mental health resources to better support your students? Access our publications and webinars on your journey to becoming trauma informed and gain the knowledge, insight, and practical solutions you need to better support the mental health and well-being of children who have experienced trauma.

Featured Products:
- e-Newsletter: Compassion Action (published bimonthly)
- Toolkit: Back to School After COVID 19
- Issue Brief: Stress, School, and Self-Care
- Guide: A Compassionate School Response to Mental Illness
- Webinar: Back to School: Opening-up with Optimism and Connection

View all C-TLC Resources
Online Training and Technical Assistance

Our Basecamp hub features curated, evidence-based resources on school mental health and school culture.

Basecamp is our go-to information hub for Fellows, educators, school staff, community-service providers, and mental health professionals at all levels.

• Topic-based Basecamp Teams focus on a range of interventions and solutions, for example – building confidence and positivity, how to approach and develop collaborations with state Departments of Education around mental health support, equity in education, etc.

• Basecamp supports our information dissemination efforts, provides an online forum for peer networking and sharing, and allows us to respond to questions about childhood trauma, youth mental health, and building compassionate school communities in 48 hours or less.

• Our Basecamp platform also promotes relevant events where C-TLC members can access online and in person learning and networking opportunities on a variety of topics.
Let’s grow the field of practice…

Join us as a C-TLC Member
Upcoming C-TLC Events: S-CCATE Simulations

Use S-CCATE results to systematically improve academic achievement and bring practical approaches to social emotional learning and mindfulness to your school.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>4:00 pm</td>
<td>Addressing Trauma, Justice, and Equity this Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Address trauma and guide conversations around race and equity for all in your school/district with online technology</td>
</tr>
<tr>
<td>Sep 8</td>
<td>4:00 pm</td>
<td>S-CCATE: An Essential 20 Minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take 20 minutes to learn more about our online tool to address trauma, alleviate stress, and uplift staff and students</td>
</tr>
<tr>
<td>Sep 17</td>
<td>4:00 pm</td>
<td>Strengthen Your School’s Response to Trauma, COVID-19</td>
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<td></td>
<td></td>
<td>Learn how our tool can identify ways your school/district can implement a compassionate response to COVID-19</td>
</tr>
<tr>
<td>Sep 24</td>
<td>Noon</td>
<td>Setting up Core Learning Teams to Address Trauma this Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn practical steps to move forward amid the trauma of COVID-19 and as we work to break down barriers to equity, justice, and inclusion.</td>
</tr>
</tbody>
</table>

We know you’re a busy educator! All sessions are purposefully designed to provide you with all the information and insight you need on S-CCATE in 20 minutes.
Contact Us
Dr. Christine Mason: chrismason@edimprovement.org
Dr. Martha Staeheli: martha.staeheli@yale.edu
Dana Asby: dasby@edimprovement.org

S-CCATE is available nationally. Learn more at s-ccate.org. New England educators can access S-CCATE, at no cost. For more information, contact us at ipadgett@edimprovement.org.

C-TLC Members receive a monthly e-Newsletter on schools and mental health, technical assistance, and opportunities to participate in our series of related webinars.
Cultivate mindfulness, compassion, and heart centered learning environments to combat trauma and stress.