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

August 25, 2020 | Virtual One-Day Training

**Morning Agenda**

9:00 a.m. – 9:15 a.m.  Meet Our Team (Presenters/Facilitators) & Review of Training Goals

9:15 a.m. – 9:30 a.m.  The Maine Story

9:30 a.m. – 9:35 a.m.  Strategies to Relieve Collective Trauma

9:35 a.m. – 10:00 a.m. The Neuroscience of Trauma

10:00 a.m. – 10:45 a.m. Building Compassionate School Communities in the C-TLC

10:45 a.m. – 10:50 a.m. Break/Mindful Moment

10:50 a.m. – 11:35 a.m. Supports for Compassionate Communities: Mindfulness & Teaming

11:35 a.m. – 12:00 p.m. Visioning

**Morning Session Goals**

- Increase understanding of the neuroscience of trauma and the effects 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)
The Maine Story

Do you recognize any of the Maine agencies and/or schools that have been introduced? Have you made connections with these or other community partners in your location? If not, who at your school/organization can help you connect with others with whom to collaborate?

______________________________________________________________________________
______________________________________________________________________________

Were there any results of the needs assessment in Maine that were surprising to you?

______________________________________________________________________________
______________________________________________________________________________

Were there any results of the needs assessment in Maine that resonated with you?

______________________________________________________________________________
______________________________________________________________________________

Strategies to Relieve Collective Trauma

Thinking about the families in your community, what are some considerations to keep in mind around how COVID-19 and racial violence have caused trauma over the summer?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Underline the suggestions from our Back to School Toolkit that your school community might need to focus on first.

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.
The Neuroscience of Trauma

What are three things can result from trauma and toxic stress?

1) decreased _____________ 2) ______________ challenges 3) _____________ challenges

Were the statistics about the prevalence of trauma surprising or do you feel this reflects your school/community population?

______________________________________________________________________________
______________________________________________________________________________

Fill in the missing information in the graphic below.
Circle the behaviors you notice in the youth with whom you work:

<table>
<thead>
<tr>
<th>flight</th>
<th>fight</th>
<th>freeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>withdrawing</td>
<td>acting out</td>
<td>exhibiting numbness</td>
</tr>
<tr>
<td>fleeing the classroom</td>
<td>behaving aggressively</td>
<td>refusing to answer</td>
</tr>
<tr>
<td>skipping class</td>
<td>acting silly</td>
<td>refusing to get needs met</td>
</tr>
<tr>
<td>daydreaming</td>
<td>exhibiting defiance</td>
<td>giving a blank look</td>
</tr>
<tr>
<td>seeming to sleep</td>
<td>being hyperactive</td>
<td>feeling unable to move or act</td>
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<tr>
<td>avoiding others</td>
<td>arguing</td>
<td></td>
</tr>
<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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</tbody>
</table>

Souers & Hall, 2016

What is the vagus nerve and why is it important?

______________________________________________________________________________

______________________________________________________________________________
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>
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<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>
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<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>
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<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>
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<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>
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How does trauma affect educational achievement?

Why are executive functioning skills important for learning?

Building Compassionate School Communities in the C-TLC

Review the Resiliency and Recovery figures below. Underline the principles your school/district/organization demonstrates well. Circle the principles that you would like to see improve.
A Compassionate School Mental Health Model

In which section of the Compassionate School Mental Health Model is your school/district/organization doing well? ___________________________

In which section of the Compassionate School Mental Health Model does your school/district/organization need to improve? ___________________________

What are some ways you might improve? ___________________________________________

What are the Five Cs of Heart Centered Learning?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
The Relationship of Heart Centered Learning to the Compassionate School Model

Review the next figure which shows the interconnection of the 5C’s Heart Centered Learning and the Compassionate School Mental Health model. You will see that both are dependent upon

- caring competent leaders
- self-care mental health literacy
- a collective vision and
- developing community home-school relationships.

What are the strengths of your school? __________________________

What needs exist? __________________________

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Our Work in Action: Featured Fellows and Schools

Did any of the red flags Maine C-TLC Fellows noticed at their schools resonate with your experiences with youth in your community? Do the youth you work with demonstrate different challenges?

______________________________________________________________________________
______________________________________________________________________________

Addressing Trauma with Mindfulness

Name three executive functioning skills that mindfulness can support:

_________________  ________________  ________________

What are some social emotional and cognitive skills that healthy executive functioning supports?

Social Emotional: __________________  __________________  __________________

Cognitive: __________________  __________________  __________________
Which of the four strategies teachers used at Lee Elementary School do you want to try with the youth you work with?

Check-In Badges    I Wish My Teacher Knew...    Yoga Breaks    Washington Worrywort

How does mindfulness help adults?

______________________________________________________________________________

Which of the Five Mindful Habits do you want to incorporate into your life first?

Be present    Be calm    Be compassionate    Be grateful    Reflect

Where do you want to integrate mindfulness in your school/organization community?

Curriculum    Professional Development    Disciplinary Practices/Policies    Leadership Practices

Mindfulness Activities

Try one of the following mindfulness activities. These are from Mindfulness School Communities: The Five C’s of Heart Centered Learning (Mason, Rivers Murphy, & Jackson, 2020) and are examples of resources from that book that can be easily adapted across grade levels.

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</th>
<th>Action</th>
<th>Circumstance</th>
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Community Welcome Students

- Make an inviting environment. What will this look like virtually, in-person, hybrid?
- How will you get to know your students?
- How will you know students are feeling valued?
- How will you reach out to those who are less engaged? Discouraged? Stressed? Feeling isolated?

Breakout Room Notes

How might this activity be used or modified for certain grade levels, or students with specific needs?
What do you want to share back with others about this activity?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
The Steps to Developing Mindful Heart Centered Communities

Step One: Awareness. Review your own landscape. What is going on in your school/district/organization with students? With teachers/staff?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Step Two: Establish Core Learning Teams. Who would be on your Core Learning Team?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
A teaming approach may lead to deeper learning, which motivates learners to actively
______________, ____________, ____________, and ____________ knowledge.

Barriers to using teams includes: lack of ____________, vague ____________, insufficient
______________, uncertainty about ____________, ineffective ____________, and lack of
mutual ________________.

Breakout Room Notes

As you collaborate with others, and particularly others across schools/other agencies, what has worked well?

What barriers have you found as you collaborate with schools/community providers?

How might you improve?____________________________________________________________
Step Three: Guide Teachers to Implement Heart Centered Learning. Is anything surprising about the national results of the S-CCATE assessment?

Step Four: Ensure Continuity of Training. Does your school/district/organization do regular professional development sessions each year? Yes   No   How often are they done? __________

What improvements could be made to the way your school/district/organization does training?
Visioning – A Collective, Iterative Process

1. Form a Vision Steering Team
2. Determine who will be involved in visioning
3. Develop your first draft of your vision
4. Research exemplars and options
5. Refine your vision using an iterative visioning
6. Develop your mission and goal statements and determine how to measure progress process
7. Secure consensus
8. Develop an Action Plan to implement your vision
**Breakout Room**

Consider your community.

What can you do to alleviate trauma for children and families

What will be your vision for collaboration, for joining together to create, to enhance, to improve?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Questions for Consideration during the Lunch Break

1. Think of one thing that really feels like an area where you need help/assistance  AND
2. One thing you may want to use next year or beyond.

Reminder: Practical Strategies Handout

Enjoy your break!

Welcome back to the Afternoon Session!

Afternoon Agenda

1:00 p.m. – 1:15 p.m.  Reflection and Visioning
1:15 p.m. – 2:00 p.m.  Our Tools: Bringing Practice to Purpose- Visioning
2:00 p.m. – 3:00 p.m.  S-CCATE Virtual Simulation
3:15 p.m. – 3:30 p.m.  Question and Answer Session with Trainers and C-TLC Fellows
3:30 p.m. – 4:00 p.m.  Closing, How to Join the C-TLC, One-on-One Questions

Afternoon Session Goals

• 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

Breakout Room

What is one area where you need assistance? ________________________________

What is one thing you learned today that you might want to use tomorrow or years from now?

__________________________________________________________________________

How did that visualization make you feel?

__________________________________________________________________________
Our Tools: Bringing Practice to Purpose

Take notes about visioning exemplars in the chart below.

<table>
<thead>
<tr>
<th>Innovative Approach/School</th>
<th>Description/Link for More Info</th>
<th>What Is Unique and Appealing?</th>
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Why is it important to involve key stakeholders in the visioning process from the beginning?

______________________________________________________________________________
______________________________________________________________________________

Which specific stakeholders in your community can you involve in your visioning process?

______________________________________________________________________________
______________________________________________________________________________

Which of the two macro visions for the future of education do you want to see and how will you help make that happen in your school community?

______________________________________________________________________________
______________________________________________________________________________
Which micro elements will be important for your school to address when you go back to school this fall?

______________________________________________________________________________

______________________________________________________________________________

At what time during the school day could you use the heart beaming meditation?

______________________________________________________________________________

S-CCATE Virtual Simulation

Thinking of your school community, underline the S-CCATE factors that might be a strength and circle the ones that might be areas of improvement.

Leadership & a Compassionate School Community  Conscious Awareness of Emotions & Stress

Courage & Resiliency  Confidence & Positivity  Understanding of Equity

Simplified S-CCATE Implementation Timeline*

*See the Appendix for a more detailed graphic.
Seeing this implementation timeline, can you see the value in using S-CCATE to guide social emotional learning development, increasing equity, and cultivating a compassionate community? How can you talk to school leadership about implementing in your community?

________________________________________________

**Breakout Room Notes**

Vision #1: As schools open, thinking about optimal/realistic conditions, what comes to mind?

________________________________________________

What key ideas do you want to share back with the larger group?

________________________________________________

Vision #2: What are both optimal and realistic conditions – 6-8 months from now?

________________________________________________

What key ideas do you want to share back with the larger group?

________________________________________________

**Breakout Room Notes**

What did you notice about the questions?

________________________________________________
Did anything stand out from these questions in terms of things you personally could implement or areas of needed training?

______________________________________________________________________________

______________________________________________________________________________

When you consider your school, and all staff and students, did anything stand out?

______________________________________________________________________________

______________________________________________________________________________

What are three Action Steps you can take when you go back to your school community tomorrow?

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

Write down three concerns at your school that support an immediate Call for Action:

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________
Share these whys when advocating for trauma-skilled practices in your school.

Complete the chart below to plan for a Core Learning Team to meet your school community’s needs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role in School</th>
<th>How does this person represent my community?</th>
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Bios and Resources

**Trainer and Facilitator Bios:** Learn More About Our Presenters and Collaborators

**Presenters**
Martha Staeheli, PhD  
Chris Mason, PhD  
Dana Asby, MA, MEd

**Collaborators**
Learn more about the Northern Maine Education Collaborative  
Aroostook Community Action Program

Click [here](#) to see Facilitator Bios
Jill Flanders, Michele Rivers Murphy, EdD, Kathleen Sciarappa, EdD

**Resources**
Sample S-CCATE Questions  
Back to School Toolkit  
Questions to Address Trauma: A Brief Checklist