



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

New England Mental Health Technology Transfer Center (New England MHTTC)

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Yale Program for Recovery and Community Health
in partnership with
C4 Innovations, Harvard University Department of
Psychiatry, and the Center for Educational Improvement

Trauma-Conscious Leadership: Preparation, Planning, Practice for School Administrators

Monday, April 12, 2021 @ 4:00 p.m. EDT

Presenters:

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and

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Board of Directors, International Mentoring Association
Member, New England MHTTC Advisory Team



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The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED AND HOPEFUL

INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES

HEALING-CENTERED AND TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS

PERSON-FIRST AND FREE OF LABELS

NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR AND UNDERSTANDABLE

CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS



“Trauma is a fact of life. It does not, however, have to be a life sentence.”

Peter A. Levine

Today's Outcomes

Participants will:

1. Engage with our community
2. Learn about initiatives in NH and MA
3. Discuss the leadership necessary to heal and move forward
4. Share indicators of success as practiced in schools
5. Develop strategies for sorting/using applicable resources
6. Reflect on Trauma-Conscious Leadership

“Listen. People start to heal the moment they feel heard.”

The Jingle Jangle

“We don’t heal in isolation, but in a community.”

trauma informed curriculum

social emotional learning (SEL)

social emotional curriculum

trauma-informed care

non-cognitive skills

whole child

student wellness

social skills



soft skills

self-regulation

self-management

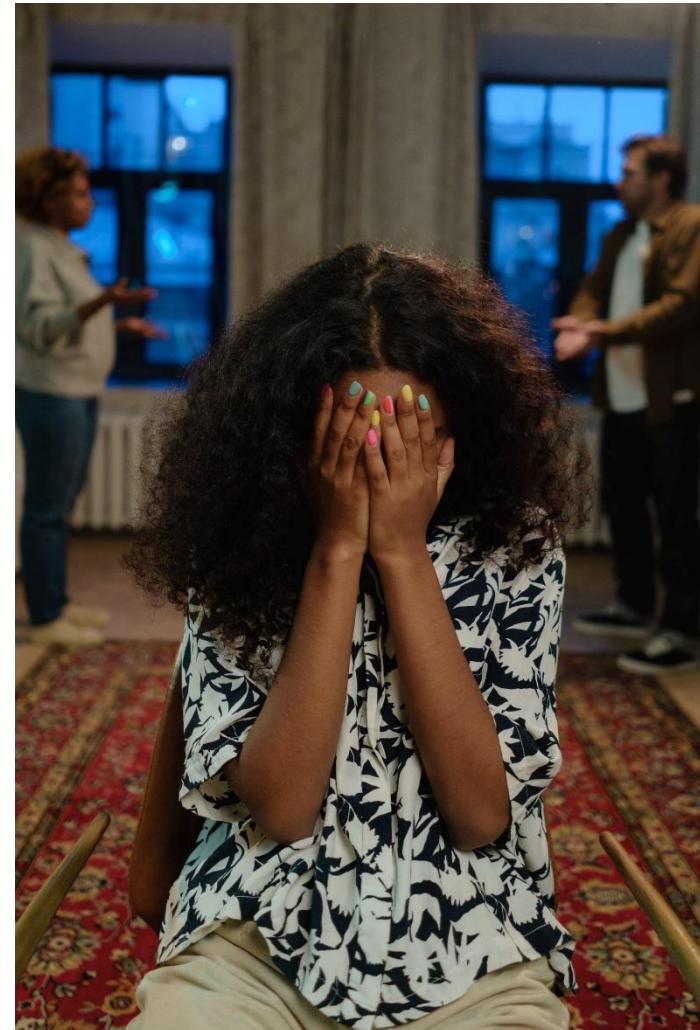
social awareness

character education

Anxiety

*“What are we doing
as educators?
Are we really
understanding where
our students are
coming from?”*

School Principal



Trust

“Knowing the stories behind the person or the depth of the situation changes you.”



Evolving Programs



“I didn’t get into education to deal with mental health.”
Teacher

New Hampshire

“Anything that is mentionable can be more manageable.”

Fred Rogers

NHDOE The Office of Social and Emotional Wellness

- Multi-Tiered System of Supports: Behavioral Health & Wellness
- Project AWARE (SAMHSA)
- Service Emphasis
- Internal/External Protective Factors
- Enablers/Barriers



Resource: New Hampshire Youth Risk Survey

Class of 25 students:

- 8 alcohol/drug abuse
- 6 hunger
- 4 considered suicide
- 4 domestic violence
- 2 parent or caretaker in jail

“Trauma is personal. It does not disappear if it is not validated.”

Daniel Bernock



Massachusetts

- Student suicide 2010
- Anti-Bullying Prevention
- Social-Emotional Learning
- Faculty/Staff Mental Health
- Academics



Trauma-Informed Schools

<https://www.youtube.com/watch?v=TUXhM8hbq5Y> 2:34

Key Question

What indicators of success
show that your
school's/district's
trauma-informed system
is working?

*“I know, deep in my heart,
this is the way to go.”*
Principal



Resources

*“Take every chance
you’re given to do
what’s right for our kids,
be that
5 hours or 5 minutes.
Take it!”*



Reflection

- Engage with our community
- Learn about initiatives in NH and MA
- Discuss the leadership necessary to heal and move forward
- Share indicators of success as practiced in schools
- Develop strategies for sorting/using applicable resources
- Reflect on Trauma-Conscious Leadership

Key Questions

- a. What is one thing that struck you during this webinar?
- a. Your next challenge leading the Trauma-Informed curriculum is_____

“Listen. People start to heal the moment they feel heard.”

Heroics



Key Question:
Who's helping the helpers?

Turning the Tide

Losses

Gains



Trauma-Conscious Leadership

THANK YOU!

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Wednesday, April 28, 3:00 p.m. EDT
Family Compassionate
Conversation:
Fostering Connection

Register at
<https://www.eventbrite.com/e/compassionate-conversations-fostering-connection-tickets-150255114091>

Our next Compassionate Conversation will focus on the importance of fostering connection through community building and as a buffer against compassion fatigue.

Join us for a conversation to gain expertise around positive wellness practices, to learn more about sharing these tools with others in your circle, and to experience a brief mindfulness practice you can share with anyone in your life.

This session is part of a monthly series. Make plans to join us for upcoming Compassionate Conversations other topics, including:

- Wellness in Latinx Families (Conducted in Spanish)
- Addressing School Related Trauma
- Holistic Health: Mind, Body, Spirit
- Community Wellness

Please stay tuned to events on the New England MHTTC website to register for future sessions.

National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools

Always and Now 8-Part Learning Series

The MHTTC Network is hosting an 8-part training series using the **National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools**. The Curriculum was developed by the MHTTC Network in partnership with the National Center for School Mental Health (NCSMH). It is intended to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation.

Each session will be conducted as a 60-minute “live” event held on the 2nd and 4th Tuesdays of each month at 1:00 p.m. EDT.

**Next Session: Module 5:
Mental Health Promotion for All (Tier 1)**

Tuesday, April 13, 2021



Learn more about the implementation guidance and upcoming events at
<https://mhttcnetwork.org/centers/global-mhttc/school-mental-health-curriculum-always-and-now-learning-series>



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Resources Recommended by Practitioners

New England MHTTC Basecamp Library
<https://3.basecamp.com/4228840/projects>

Resources

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<http://www.veanea.org/home/2942.htm>

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Edutopia. (2020, October 16). 3 trauma informed practices backed by science. [Video]. YouTube.
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Gorski, P. (2020). How trauma informed are we, really? *Educational Leadership*, 78(2), 14-19.

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Resources

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New Hampshire Office of Social and Emotional Wellness. <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/office-of-social-and-emotional-wellness>

New Hampshire Department of Health and Human Services (NHDHHS). (2021). *New Hampshire youth risk behavior survey*. <https://www.dhhs.nh.gov/dphs/hsdm/yrbs.htm>

Silverman, J. & Mee, M. (2019). Community circles: Mitigating the impact of trauma on the middle-school student. *Middle School Journal*, 50(4), 35-41. <https://bit.ly/2pkLysV>

Simmons, D. (2020). The trauma we don't see. *Educational Leadership*, 77(8), 88-89.

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