School and Community-Based Trauma-Skilled Practices Supporting Youth

The Childhood-Trauma Learning Collaborative's Compassionate School Mental Health Model

Visioning in Maine

The Visioning Process

A Visioning Experience

S-CCATE and S-CCATE Simulation

More about the Childhood – Trauma Learning Collaborative
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/
Icebreaker and Meditation Moment
Visioning in Maine

“I plan to work on collective visioning with my team leaders this year. As Dr. Mason notes in the book, ‘School vision needs to be shared, directive, relevant, and heart-centered. Focusing on the whole child will lead your team to the true power of the passion of teaching and learning.’”

Jaime Ela, MEd, Principal
Carrie Rickers and Libby Tozier Schools
Litchfield, ME
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
<table>
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<tr>
<th>Innovative Approach/School</th>
<th>Description/Link for More Info</th>
<th>What Is Unique and Appealing?</th>
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Visioning: The Collective Efficacy

Visioning involves brainstorming with key stakeholders, gaining consensus, letting ideas incubate, and then revisiting.
Two competing visions (Yunus, 2020)
  • Return to the status quo OR
  • Rebuild a better world
Micro: Higher Order Thinking Online

- Consider sending students small lab kits with disposable tools (e.g., plastic test tubes, inoculation loops).
- Have students teach the class. They can pick learning outcomes, develop learning activities, and incorporate technology.
- Consider virtual experiments – *Journal of Visualized Experiments*.
We can help you create a visioning process that:

- Acknowledges the challenges: stress, grief, loss
- Addresses race and equity and includes all voices and perspectives
- Includes awareness about trauma and mental health needs and resources
- Strengthens relationships with families and the community
- Identifies a vision for a better future
Mindfulness Heart Beaming Exercise for the Current Pandemic
Vision #1: As schools open, thinking about optimal/realistic conditions, what comes to mind?

Vision #2: Optimal/realistic conditions—6-8 months from now?
Facilitated Visioning Discussion
“Learning is driven by vision.”
~ Peter Senge (2012)
Online SEL Tool to Help You Address Student and Staff Mental Health
S-CCATE helps educators…

vision, plan, and monitor progress toward the implementation of compassionate, trauma-informed practices in classrooms.
School Compassionate Culture Analytical Tool for Educators

- Developed by the Center for Educational Improvement
- 40 item, validated, online school culture assessment
- Both the S-CCATE and the S-CCATE Supplement are based on current research
- Online platform and users’ manual available at www.s-ccate.org
Schools using S-CCATE technology in New England receive...

Users’ Manual…with a preview of assessment screens, information on Scores and Interpretation, and the rationale on the important contributions the tools make to the area of trauma-informed instruction and measuring school culture.

Complimentary access to our Value-Added Suite of Services, including...

- Action Guides (AG): After each administration, users receive a tailored implementation guide that will facilitate the development of School Improvement Plans or support monitoring progress for ESSA for state assessments.
More About S-CCATE Action Guides…

Our Action Guides provide guidance that helps school leaders, educators, and staff make decisions about areas of focus and ways to bring about needed changes in their schools/districts, including recommendations for professional development, and activities that range from simple and effective practices to more intensive interventions.

The most impactful way to implement the AG is a teacher/staff empowerment model where teachers and school staff have direct input into decision making about priority and preferred areas of focus, professional development, and activities that inspire, support, and uplift school/district culture.

~Dr. Christine Mason, Center for Educational Improvement
S-CCATE is uniquely designed to help teams of educators and whole school communities address trauma, alleviate stress, and uplift students and staff.
The S-CCATE stems from the 5 components of Heart Centered Learning (the 5 Cs)
The 5 Cs of Heart Centered Learning

- The S-CCATE Assessments are uniquely designed for schools to guide teams of educators and whole school communities through the process of transformational change.

- Based on current research regarding factors that improve well-being, executive functioning, and neuroplasticity among children and youth all of which help students gain resiliency, alleviate trauma, and overcome barriers to learning and decision-making.

- Designed to support and guide school communities through the process of transformational change toward increased compassion and health.
• Use 2-3 times during the academic year, beginning with S-CCATE.

• With both instruments, teachers rank their perceptions of their knowledge, skills, and implementation of compassionate components in classrooms, as well as their perception of student and schoolwide strengths and needs.
• Psychometrics for S-CCATE were based on a sample of 814 educators, with Cronbach alpha of .948, with five factors emerging from an exploratory factory analysis. These include, leadership and a compassionate school community, conscious awareness of emotions and stress, courage and resiliency, confidence and positivity, and understanding of equity.

• The S-CCATE Supplement is based on a sample of 590 educators, with a Cronbach alpha of .952 and eight factors emerging from an exploratory analysis. It measures conscious communication, compassion for self and others, levels of self-confidence, self-regulation, the degree of compassionate school policies, violence prevention, cultural competence, and trauma support in a school environment.

S-CCATE Validation Study
Results of S-CCATE Administration in New England

- Over 1,100 responses from March - November 2019.
- Over 100 participating schools.
- Schools with at least 7 responses receive basic recommendations and action guides.
- Based on recommendations, schools are implementing plans for improvement.
- S-CCATE will be re-administered in 2-3 months to review progress.
Sample S-CCATE Questions

- Students show empathy for others.
- Teachers and administrators further participation and a sense of belonging (e.g., connectedness to the larger school community) for all students.

<table>
<thead>
<tr>
<th></th>
<th>Level 1: Needs Improvement</th>
<th>Level 2: Emerging</th>
<th>Level 3: Proficient</th>
<th>Level 4: Exemplary</th>
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<tbody>
<tr>
<td>Students are taught about the neuroscience behind drug/alcohol abuse</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Students regularly practice mindfulness as a path to build confidence (e.g., meditation, breathwork, yoga, mindfulness role-plays).</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Students practice appropriate risk-taking.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>My classroom environment is structured to reduce impacts of childhood stress and trauma.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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Poll Question: What are your school’s 2 most important areas of need?

S-CCATE Factors:

1. Leadership and a Compassionate School Community
2. Conscious Awareness of Emotions and Stress
3. Courage and Resiliency
4. Confidence and Positivity
5. Understanding of Equity
Virtual Simulation Activity
1. What did you notice about the questions?

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

3. When you consider your school, and all staff and students, did anything stand out?
Greatest Need in New England & Nationwide

Factor 2

• Conscious Awareness of Emotions & Stress

Includes items related to neuroscience, drug/alcohol abuse, mindfulness.
SCORES AND INTERPRETATION:

How do the S-CCATE Assessment outcomes help educators/school communities?

Comparison with National Norms
S-CCATE and the S-CCATE Supplement provide ratings, means, percentages, standard deviations, and percentiles based on a national norm group, with a comparison to local school or district results. Data obtained from a group of educators within a school or system are compiled electronically and compared with references to national norms. Local schools, districts, or teacher teams can then use these scores to identify school strengths and areas for possible professional development, intervention, and improvement.

Monitoring Progress
After two to three months of implementing a social emotional learning intervention that has been identified by S-CCATE, educators can use the S-CCATE Supplement to measure the impact of the initial intervention.
Sample S-CCATE Results  
(Number of respondents: 20)

<table>
<thead>
<tr>
<th>Factor</th>
<th>National</th>
<th>Sample District</th>
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<tr>
<td>Factor 1: Leadership and a Compassionate School Community</td>
<td>2.58</td>
<td>2.33</td>
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<tr>
<td>Factor 2: Conscious Awareness of Emotions and Stress</td>
<td>1.81</td>
<td>1.80</td>
</tr>
<tr>
<td>Factor 3: Courage &amp; Resiliency</td>
<td>2.14</td>
<td>2.27</td>
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<tr>
<td>Factor 4: Confidence &amp; Positivity</td>
<td>2.93</td>
<td>3.31</td>
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<tr>
<td>Factor 5: Understanding of Equity</td>
<td>2.07</td>
<td>2.84</td>
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Sample Recommendations

Trauma, Neuroscience, and Mindfulness. According to S-CCATE results with over 1,000 respondents, most responding schools in New England are not yet implementing mindfulness during the school day…

The results also show that many schools, while they are beginning to become “trauma-informed,” still have a ways to go before educators understand how to alleviate trauma and enhance student executive functioning—which will help set the stage for learning.
Help teachers understand neuroplasticity and executive functioning, including the relationship to stress and trauma and the impact on well-being, academic learning, and decision making.

Discuss how stress can lead to addictive behaviors when we do not learn to self-regulate.

Teachers learn and practice mindfulness, yoga, and meditation, in turn, students learn these strategies…Teachers consider their own comfort level with various strategies and how to integrate these practices throughout the academic school day.
Sample Recommendations: Understanding of Equity

Professional development for teachers should include both information on how to instruct and information on the both the immediate impact and cultural relevance for families in their community.

Reading nonfiction texts on social justice, in reading groups with community members, offers schools a broad range of possibilities to enhance a healthy dialogue about tolerance in society…Study of the role of peaceful protests, key civil rights leaders, and the influence of media, including social media, is a critical way to ensuring that students understand alternatives to violence.
Sample: Action Guide

- Develop a whole school mindfulness practice to help students gain emotional regulation skills and enhance their executive functioning.

- Consider having school mindfulness time in the same way that schools implement *Drop Everything and Read*.

- Set aside time for yoga at the very beginning of the day, right after lunch, or another time convenient for most classes.
Reflection and Synthesis
S-CCATE Supplement: Sample for 611 respondents, April 2019

Conscious Communication
Student Protection & Trauma Support
Compassion for Self & Others
Developing Confidence & Courage
Compassionate School Policies
Emotional Self-Regulation
Culture & School Community
Human Rights & Violence Prevention
Tools of Opportunity:
Cultivating mindful, compassionate, heart centered school communities

1. Write down 3 concerns at your school that support an immediate Call for Action.

2. Think about what a value-focused Core Learning Team would look like at your school and who would best provide an overall representation of the whole school community.
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-service 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...
Questions and Discussion
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.

Aug 27 4:00 pm  
Addressing Trauma, Justice, and Equity this Fall  
Address trauma and guide conversations around race and equity for all in your school/district with online technology

Sep 8 4:00 pm  
S-CCATE: An Essential 20 Minutes  
Take 20 minutes to learn more about our online tool to address trauma, alleviate stress, and uplift staff and students

Sep 17 4:00 pm  
Strengthen Your School’s Response to Trauma, COVID-19  
Learn how our tool can identify ways your school/district can implement a compassionate response to COVID-19

Sep 24 Noon  
Setting up Core Learning Teams to Address Trauma this Fall  
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.
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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 eNewsletter on schools and mental health, technical assistance, and opportunities to participate in our series of related webinars.