

TIPS – TRAUMA INFORMED PRACTICES FOR SCHOOLS

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Creating TIPS

- The Beginning
 - The need, the idea and the collaboration
- Response in our county!
- Survey follow ups



TIPS Components

1. Prevalence
2. Brain Science & Responses
3. Triggers
4. Tools
5. Vicarious Trauma & Self Care



Component #1 – Prevalence

- Adverse Childhood Experiences (ACE) Study
- Additional Adverse Experiences
- Untreated Adverse Experiences Exacerbate over time
 - Something happens between infancy and adulthood to create a lifetime of addictions, abuse and mental health issues.

(Training includes a handout with links to the study and related information)



Component #2 – the Brain

- The Brain's Trio
 - Amygdala, Limbic and Frontal Cortex
 - Importance of physical and chemical response in the brain
- Historical Trauma
 - Evidence of post traumatic stress across generations!

(Training includes a handout with links to the studies and related information)



Component #2 continued - Responses

- Removed Video
- Resiliency – Give ‘em hope!
- The Stress response and Trauma
 - Trauma can be a single event, connected series of traumatic events or chronic lasting stress
 - Fight, Flight or Freeze
- Trauma and school performance

(Training includes links to all videos used)



Component #3 - Triggers

- Triggers defined
- Common Triggers
- It can take time to realize you are dealing with a trigger... Not every behavior
- Belief behind the behavior
 - “This” ... may be because of “this”
 - Building the paradigm shift
 - Trauma explains behavior, it does not excuse behavior!



Component #4 - Tools

- Subcomponents
 - **Leadership**, elements of a trauma informed school
 - **Safety**, creating physical and emotional safety at school
 - **Connections**, creating meaningful relationships
 - **Self Regulation**, modeling, teaching and practicing with students



ELEMENTS OF SUCCESSFUL TRAUMA-INFORMED SCHOOLS

- Leadership Investment
- Professional Development
- Access to resources and services
- Trauma-Informed teaching and nonacademic strategies
- Trauma-sensitive policies, including disciplinary practices
- Collaboration with stakeholders



Tools - Safety

- Elements of a Safe School setting
 - Structure
 - Predictability
 - Belonging
 - Knowing and prepping for triggers



Tools - Connections

- The importance of healthy relational supports!
 - Can buffer and heal trauma related problems
 - Protective factor
- Building relationships in the school
 - Having a voice
 - Using student names

(Training includes handout and related information)



Tools- Self Regulation

Remember:

- “A child whose behavior is creating issues in to trying to cause a problem. They’re trying to solve a problem”
- *Everything Speaks!* Behavior is a form of communication



Self Regulation continued

- First step – build affect identification
 - Give them vocabulary
 - Connect it with body sensations, thoughts, feelings and behaviors
 - Use of literature, music and video

(Training includes handout and related information)

Additional Tools

- ***Working With Students Exposed To Trauma Handouts!***
 - “Students often exhibit behaviors that are a result of trauma but that can be misinterpreted by a teacher as willful disobedience, or that the child has greater control over his/her behavior than he/she does” Jodi McVittie, MD
- Rita Pierson Video
- Don’t Quit on Me Video

(Training includes handout and related information)

Vicarious Trauma & Self Care

- Self Awareness
 - Compassion Satisfaction, Empathy and Compassion Fatigue
- Vicarious Trauma
 - Internalizing secondary experiences
- **Impact of Vicarious Trauma**
- **Self Care**

(Training includes handout and extensive resources on self care)



Wrap up and Overview

- Trauma Informed Practices for Schools (TIPS) standard training
 - Time/Audience
- Trauma Informed Practices for Schools (TIPS): Training of Trainers Certification
 - Time/Audience
- Statewide roll out



Thank You!

Questions... ?

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