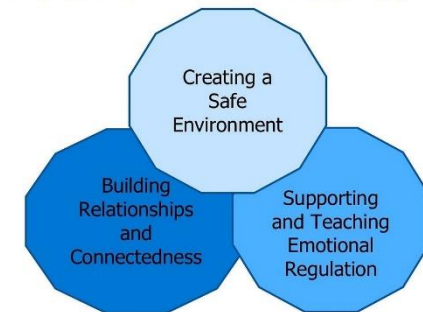


Next Steps Guide for Schools

According to the National Child Traumatic Stress Network (2008), one out of four students has been exposed to a traumatic event that can impact learning or behavior. Research is clear about the potential of trauma exposure to impact all areas of development, including the social, emotional, health and academic outcomes that students need to be successful. Students with a higher number of traumatic events are more likely to score lower on a standardized tests, have language difficulties, be suspended or expelled, have poorer health, fail a grade, and have diagnosable mental health disorders. As a result, schools across the country have begun to explore how to improve their culture and climate by changing policies, procedures and relationships in ways that are “trauma informed.” In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress, including administrators, teachers, staff, parents, and law enforcement. Students are also taught about social-emotional health and wellbeing, including self-regulation and stress management strategies. The goal is to not only provide tools to cope with extreme situations, but to create an underlying culture of respect and support within the school community. Trauma informed approaches are not “programs” or “curricula.” Rather, it is a “meta-framework” based on specific philosophical principles that requires a layered approach to creating an environment with clear expectations for everyone, open communication, and sensitivity to the feelings and emotions of others. Within the MTSS-SEBH (Multi-Tiered System of Support for Social Emotional Behavioral Health) framework, trauma-informed principles and practices are embedded within all three tiers, ensuring proactive and preventative strategies at Tier One, additional supports at Tier Two, and individualized and intensive approaches at Tier 3.

Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014

We need you! No matter what size your school, what your student demographics, or what grade levels you serve, you are a key part of ensuring schools are places of healing for students where they can grow and develop in ways that lead to caring, contributing, confident Quad Citizens. Use this guide to determine where your school is on your trauma-informed journey and plan to take the next, aligned step. Send an email to the contact person in the right column to discuss your training needs, including content, length of time, location, opportunities for continuing education, and any applicable costs.

Stay connected by joining us on Facebook at <https://www.facebook.com/groups/qctic/>

Where are you on the Trauma Informed Journey?



Awareness

If you... (check any that apply):

- ✓ Have not yet had a staff training for teachers, staff and/or volunteers to introduce the concept of Adverse Childhood Experiences (ACEs), Trauma, or Resiliency...
- ✓ Have discussed the concepts of Adverse Childhood Experiences (ACEs), Trauma or Resiliency, but not everyone participated...
- ✓ Have many new teachers, staff members or volunteers who have not yet been introduced to Adverse Childhood Experiences (ACEs), Trauma or Resiliency...
- ✓ Have had a presentation on Adverse Childhood Experiences (ACEs), Trauma or Resiliency, but it has been a long time ago...

Your next step would be...

- Introduce or re-introduce your agency's staff and/or volunteers by scheduling one of the 1st level workshops

Training	Description	Audience	Length	Trainer
Introduction to Adverse Childhood Experiences and Trauma	This presentation introduces school staff and/or volunteers to the most important public health study ever conducted – the Adverse Childhood Experiences Study. Almost 2/3 of American citizens have been exposed to at least one Adverse Childhood Experience. Find out how this impacts development, education, work and health – well into adulthood. The research around ACEs will change the way you think about the challenges your students face and schools' role in addressing those challenges.	This presentation can be customized to meet the needs of the audience.	1-2 hours	<p>Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC Iowa State University Extension and Outreach, Scott County jbest@iastate.edu</p> <p>Anne McNelis, LCSW Transitions Mental Health Services amcnelis@transmhs.org</p> <p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>

Education

If you... (check any that apply):

- ✓ Have recently had group training for school staff or volunteers...
- ✓ Have school staff members and/or volunteers who already are familiar with the basic concepts of Adverse Childhood Experiences (ACEs), Trauma and Resiliency...
- ✓ Have school staff members, service areas or program areas who are ready to learn some practical strategies to promote trauma-informed relationships and practices...

Your next step would be...

- Schedule a 2nd Level training that provides more in-depth information about Adverse Childhood Experiences (ACEs), trauma, resiliency, and the research and best practices in trauma informed care

Training	Description	Audience	Length	Trainer
Introduction to ACEs (In Depth)	The ACES (Adverse Childhood Experiences Study) confirms scientific evidence that adversity during development increases the risk of physical, mental and behavioral problems later in life. The ACE Study and other research using the Study's framework have taught us that ACEs are the leading cause of health and social problems in our nation - the most powerful determinant of the public's health. Toxic stress during	School staff/volunteers or youth serving agency staff	2 hours	Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC

Training	Description	Audience	Length	Trainer
	<p>childhood can impact brain development and brain interaction with body systems and can result in negative behaviors. School staff see these trauma-reactive behaviors and coping styles every day in the classroom, on the playground, and in the cafeteria, and are challenged to manage the impact they can have on the climate of a school, as well as academic outcomes. Find out how ACEs are impacting your students, understand foundational aspects of trauma, and gain insight into confusing student behavior.</p>			
Connections Matter	<p>We all face tough times. Ongoing stress from tough times can lead to poor health and other challenges as the brain adapts to survive. Yet, research is now showing us what we can do to change these outcomes. Connections Matter highlights the importance of building caring connections with the children, families and adults in our lives to developing healthy brains, supportive relationships and thriving communities.</p>	<p>Parents and Caregivers, Volunteers, Early Childhood audiences, Direct service/ Paraprofessional staff</p>	1-4 hours	<p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>

Training	Description	Audience	Length	Trainer
Understanding Attachment	<p>Many researchers believe that early attachment lays the foundation for all a child’s later relationships. When attachment is disrupted, children often experience a cascade of social-emotional challenges that negatively impact the ability to form and maintain relationships with family, peers, and teachers. This workshop will discuss the development of normative and non-normative attachment, as well the research that supports our understanding of this development. The types of attachment will be highlighted, along with the consequences of attachment trauma across the lifespan, as well as evidence-based interventions for attachment difficulties.</p>	<p>School staff/volunteers or youth serving agency staff</p>	<p>2-3 hours</p>	<p>Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC Iowa State University Extension and Outreach, Scott County jbest@iastate.edu</p>
Fight, Flight and Freeze Responses and Interventions for Schools and Youth Programs	<p>Children and youth who have been exposed to trauma often have hyper-sensitive responses to stimuli in environment. In addition, trauma interrupts typical nervous system functioning in ways that may look like “bad behavior,” but are actually natural responses to fear and stress. This session will focus on the elements necessary to teach children’s brains to regulate in the midst of stressors and form new patterns of behavior, even in the midst of hypersensitivity.</p>	<p>School staff/volunteers or youth serving agency staff</p>	<p>6 hours (can be presented in 2-hour blocks)</p>	<p>Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC Iowa State University Extension and Outreach, Scott County jbest@iastate.edu</p>

Training	Description	Audience	Length	Trainer
Everything is Connected	Human behavior is complex, and in today's world of instant access and information overload uncertainty is everywhere. The explosion of science in the last 20 years has given us unique opportunities to examine human interaction from a variety of scientific fields. Development, environment, and culture are all individually perceived. What is going on in brain development, genetic expression, health consequences are products of that perception. This introduction is designed to examine some of these discoveries and apply the information to our lives and our work.	School staff or youth services staff	6 hours	Frank Grijalva, MSPH, MSCC Trainer for Eastern Iowa MH/DS Region Contact Christine Gradert, MSW, LISW, LCSW Christine.Gradert@unitypoint.org
Toxic Stress Seminar	The science of the last 20 years has given us deep insight regarding the impact of stressors on thinking, conditioning of behavior, and the central nervous system. How do stress reactions work? What are the neurochemicals involved, and how do we control them? What can we do to increase sleep presence and connection? All of these questions will be sequentially explored, and stress management tools will be individually built to combat today's increasing toxic stress events.	School staff or youth services staff	4 hours	Frank Grijalva, MSPH, MSCC Trainer for Eastern Iowa MH/DS Region Contact Christine Gradert, MSW, LISW, LCSW Christine.Gradert@unitypoint.org

Training	Description	Audience	Length	Trainer
Resilience for School Staff	<p>Those working in “helping professions” have great vulnerability for experiencing burnout, compassion fatigue, and vicarious trauma in their professional life span. Attendees to this training will explore and expand their awareness of how their work transforms and impacts them psychologically/emotionally and spiritually. Attendees will learn to distinguish between the concepts of burn out, compassion fatigue and vicarious trauma and identify the signs/symptoms. Participants will engage in discussions and activities around building strategies individually to improve self-care and rebound from professional adversity. Participants will learn about the importance of system’s committing to prioritizing and infusing professional self-care and resiliency strategies within their culture as an important part of professional development and career longevity.</p>	School staff or youth serving organization staff	1.5-3 hours	<p>Anne McNelis, LCSW Transitions Mental Health Services amcnelis@transmhs.org</p>

Training	Description	Audience	Length	Trainer
<p>Resilience for Children and Youth</p> <p>(There is are two versions of this workshop. One focuses on children ages 5-12 and the other on youth ages 13-18.)</p>	<p>Resilience is defined as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. When children are resilient they are better able to make sense of difficult situations, build healthier relationships, regulate emotions more effectively, and experience control over their lives. Even in the face of Adverse Childhood Experiences, individuals can learn the skills to become more resilient. Adults in a child's life can develop environments that correlate to resilience, and engage children in experiences and activities that build resilience. This workshop will focus on what research tells us about how resilience develops, the role of protective factors in resilient individuals, and strategic ways to support children as they learn to become more resilient.</p>	<p>School staff or youth services staff</p>	<p>2-4 hours</p>	<p>Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC Iowa State University Extension and Outreach, Scott County jbest@iastate.edu</p>

Training	Description	Audience	Length	Trainer
Sensory Integration Strategies for Trauma Informed Practice	Children are sensory beings. They process and understand their world through sensory and physical experiences before they can process information socially, emotionally or cognitively. As a result, many children who have been exposed to trauma have altered sensory systems that lead to challenges with noise, light, smell, touch, taste, movement and subsequent self-regulation. These challenges are often viewed as “behavior problems.” However, sensory experiences also hold opportunities for children’s brains to more accurately process information from the environment, as well as to learn self-regulation strategies. This session will focus on the relationship between trauma and the senses, ways to support trauma integration through intentional environments, and ways to use sensory strategies to support self-regulation.	Early childhood professionals, school staff, or youth services staff	1-4 hours	<p>Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC Iowa State University Extension and Outreach, Scott County jbest@iastate.edu</p> <p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>
Retraumatization	In this training, participants will learn about the concept of “retraumatization” and how prevalent it is in Systems of Care, what it looks like and how it impacts both the client and the staff. Attendees will learn to identify examples of retraumatization within their own setting and policies, procedures and approaches that can be taken to reduce/eliminate the potential for retraumatization. Case example activity designed for your setting is incorporated into this training.	Community-based health or social service providers; school staff or youth services staff	1-3 hours	<p>Anne McNelis, LCSW Transitions Mental Health Services amcnelis@transmhs.org</p> <p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>

Training	Description	Audience	Length	Trainer
Vicarious Trauma	We know that if we do not take care of ourselves, we cannot effectively take care of others. This presentation will help participants develop an awareness of how their work transforms them, and the impact work has on their life, as well as be able to identify and understand the signs, and develop personalized strategies to reduce the risk of burnout, compassion fatigue, and vicarious trauma.	School staff or youth services staff	1-2 hours	Brooke Hendrickx EveryChild brookeh@foreverychild.org
Trauma Informed Care Microcredential Digital Badge	The Trauma Informed Care Microcredential will expand your current understanding of trauma informed care through a sequential, comprehensive series of modules that will transform the way you think about patients, clients or students <i>and</i> the way organizations function. In addition, the Trauma Informed Care Microcredential will give real world practice in assessing, developing, implementing and evaluating the application of trauma informed care to patients, clients, students and organization.	School staff or youth services staff	2-3 hours per week for 16 weeks, August – December; 2-3 hours per week for 16 weeks, January - May	Anne McNelis, LCSW St. Ambrose University, School of Social Work McNelisAnneM@sau.edu Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC St. Ambrose University, Department of Psychology BestJenniferA@sau.edu

Implementation

If you... (check any that apply)

- ✓ Have a staff member or two – at any level from direct care to administration – who has a passion for trauma informed practices and policies and wants intensive, comprehensive training, including learning to assess, develop, implement and evaluate TIC within their scope of work...
- ✓ Have a service area or program that is ready for coaching to make changes in practices to better align with TIC...
- ✓ Have a challenging client that you are unsure of how to support in a trauma-informed way without using coercion or punishment...

Your next step would be...

- Encourage staff to engage in a comprehensive education and training package such as St. Ambrose University’s Trauma Informed Microcredential program, and learn to become a TIC Champion within your organization
- If you serve individuals in Scott County, work with the Trauma Informed Care Systems Change Agent for coaching on how to assess, implement and evaluate TIC changes within your school
- Access case study consultation for assistance in supporting students with challenges

Training	Description	Audience	Length	Trainer
Organizational Coaching for Trauma Informed Care (Choose this if you are interested in organizational, policy, or process changes.)	Knowing about Trauma Informed Care is good, but it isn’t enough to make our organizations, programs and services trauma-informed. Research in organizational psychology shows that the presence of change agents to stimulate change within organizations is an integral dimension of organization success. Organizations that serve individuals in Scott County can	Any	Customized for each organizations’ needs	Lindsey Schneider, LISW Trauma Informed Care Systems Coordinator and Change Agent lschnei@iastate.edu

Training	Description	Audience	Length	Trainer
	<p>receive free coaching by a change agent toward practical implementation of trauma informed care principles and practices within their policies, programs and services, and work toward cross-sector community-level change.</p>			
<p>Case Study Consultation</p> <p>(Choose this if you are interested how to work differently with individual clients.)</p>	<p>American society is predisposed to use coercion and punishment to extract compliance rather than relationships to cultivate internal motivation. Service teams in Iowa can receive specific consultation to help with sequence engagement in programs and services that teaches staff to build long lasting change in clients.</p>	<p>Any</p>	<p>Customized for each organizations' needs</p>	<p>Frank Grijalva, MSPH, MSCC Trainer for Eastern Iowa MH/DS Region</p> <p>Contact Christine Gradert, MSW, LISW, LCSW Christine.Gradert@unitypoint.org</p>

Training	Description	Audience	Length	Trainer
Trauma Informed Care Microcredential Digital Badge	The Trauma Informed Care Microcredential will expand your current understanding of trauma informed care through a sequential, comprehensive series of modules that will transform the way you think about patients, clients or students <i>and</i> the way organizations function. In addition, the Trauma Informed Care Microcredential will give real world practice in assessing, developing, implementing and evaluating the application of trauma informed care to patients, clients, students and organization.	Community-based health or social service providers; school staff or youth services staff	2-3 hours per week for 16 weeks, August – December; 2-3 hours per week for 16 weeks, January - May	Anne McNelis, LCSW St. Ambrose University, School of Social Work McNelisAnneM@sau.edu Jennifer Best, MS Ed., CFLE, CFCS-HDFS, BCC St. Ambrose University, Department of Psychology BestJenniferA@sau.edu

Evaluation and Continuous Improvement

If you... (check any that apply)

- ✓ Aren't sure how trauma informed your school, program or service area is
- ✓ Aren't sure about the readiness of your staff to undertake changes to policies and practices that are more trauma informed
- ✓ Have already made some steps toward being trauma informed, but aren't sure of their effectiveness

Your next step would be...

- If you serve individuals in Scott County, work with the Trauma Informed Care Systems Coordinator and Change Agent for coaching on how to assess and evaluate TIC changes within your organization

Training	Description	Length	Trainer
Organizational Coaching for Trauma Informed Care (Choose this if you are interested in evaluating your current policies or practices to determine their alignment with Trauma Informed Care.)	There are a number of evidence-based tools available to evaluate the trauma-informed practices, policies and procedures of an organization, program, or service area. Conducting an evaluation of current practices, ensures teams can effectively and efficiently take steps to facilitate the trauma informed journey. Organizations that serve individuals in Scott County can receive free coaching by a Change Agent to help them evaluate and plan trauma informed work.	Customized for each organizations' needs	Lindsey Schneider, LISW Trauma Informed Care Systems Coordinator and Change Agent lschnei@iastate.edu

Related Training Opportunities

Trauma is related to many other issues that challenge individuals, families and service delivery systems. What additional training does your organization need?

Training	Description	Audience	Length	Trainer
Managing Stress for Families and Providers	Understanding the neurobiology of stress and how it impacts the way we parent, teach and provide services can benefit those we serve and ourselves. Attendees will leave with a tool-kit of skills to manage stress effectively to keep themselves healthy and keep children safe in their care.	Parents and Caregivers, Early Child Professionals, Human Service Direct Care Staff	1-2 hours	Brooke Hendrickx EveryChild brookeh@foreverychild.org
Minimal Facts Interviewing	Children disclose abuse and neglect to various adults. This training provides information on how to ask children for more information (who, what, when) about their disclosure, without overstepping into an investigator role or overwhelming the child. This training highlights some statistics on child abuse and neglect, the importance of gathering minimal facts, how to ask those important questions, things to avoid during a child's disclosure, and how to report the abuse and neglect.	Anyone who is a mandated reporter	1 hour	Brooke Hendrickx EveryChild brookeh@foreverychild.org

<p>Protecting Your Children: Advice from Child Molesters</p>	<p>This program was developed in Oregon by Cory Jewell Jensen after many years of interviews with predators in jail and after extensive research about the issue of sex abuse. This training includes video interviews with child molesters and provides specific tips about ways community members can keep all children safe.</p>	<p>Parents and Caregivers and Human Service Direct Care Staff</p>	<p>1.5-2 hours</p>	<p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>
<p>Stewards of Children</p>	<p>Child abuse prevention starts with <i>adults</i>. It is our job to keep children safe. The only way to do this is to ensure that adults are knowledgeable and aware of how to keep children safe. National and local data indicates that up to 20% of children will experience sexual abuse before the age of 18. However, we know that child abuse is 100% preventable, and preventative efforts have already caused the national rate of child sex abuse to decrease over the last decade. Stewards of Children is a research-based workshop designed to teach all adults specific ways to protect children from sexual abuse. It includes survivors' stories, expert guidance, and group discussion to teach five practical, applicable steps for protecting children.</p>	<p>Parents and Caregivers and Human Service Direct Care Staff</p>	<p>2 hours</p>	<p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>

<p>Mental Health First Aid</p>	<p>Mental Health First Aid teaches you how to identify, understand and respond to signs of mental illness and substance use disorders. This training gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate care.</p>	<p>Human Service staff (non-clinical)</p>	<p>8 hours</p>	<p>Terry Hanson Scott County Kids terry.hanson@scottcountyiowa.gov</p>
<p>Strength-Based Practice</p>	<p>This training will help professionals and community members identify and understand the difference between a traditional problem solving approach in therapeutic settings and a strengths-based one. Develop skills in using strengths-based vs. deficit-focused language and learn how to empower families through a strengths-based approach.</p>	<p>Human Service direct staff (professionals and office staff)</p>	<p>1-2 hours</p>	<p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>
<p>Youth Mental Health First Aid</p>	<p>Youth Mental Health First Aid is an early intervention public education program. It teaches adults how to recognize the signs and symptoms that suggest a potential mental health challenge, how to listen nonjudgmentally and give reassurance to a youth who may be experiencing a mental health challenge, and how to refer a person to appropriate professional support and services.</p>	<p>Youth Service providers or teachers (for non-clinical staff)</p>	<p>8 hours</p>	<p>Terry Hanson Scott County Kids terry.hanson@scottcountyiowa.gov</p> <p>Brooke Hendrickx EveryChild brookeh@foreverychild.org</p>

Race and Trauma	Race and Racism are ever present in our conversations in recent years. However, race and racism are not simply topics, but trauma that is STILL hurting our fellow humans. The impact of systemic, historical, and individual racism affects millions of people and has gone largely ignored at all levels of power and privilege. As members of helping professions, it is our job and responsibility to have up to date information regarding the need for person-centered, inclusive care. This process may be uncomfortable; however, it is impossible to give quality care when we ignore the people and systems working to weigh down people of color in our world. Racial injustice is trauma. Until it is seen, acknowledged, processed, and rectified, we will continue to invalidate the trauma of millions of people, families, and cultures.	Health/human service staff or educational staff; can be adapted to fit the audience	1-4 hours (4 individual hours or 1, 4-hour session)	Anne McNelis, LCSW Transitions Mental Health Services amcnelis@transmhs.org
QPR Gatekeeper Training	QPR stands for Question. Persuade. Refer – A gatekeeper is a person who is able to spot a crisis and the indicators that someone may be considering suicide, according to the Surgeon General’s National Strategy for Suicide Prevention (2001.) Individuals trained in QPR learn how to recognize the warning signs of suicide crisis and how to ask the appropriate questions, convince, and refer someone to seek help.	Open to anyone	1 hour	Cecilia Bailey Quad Cities Open Network cbailey@qcopennetwork.org