



Trauma Through a Lifetime: School-Based Interventions

Katie Dockweiler, Ed.D.

Director of Government and Professional Relations

Nevada Association of School Psychologists

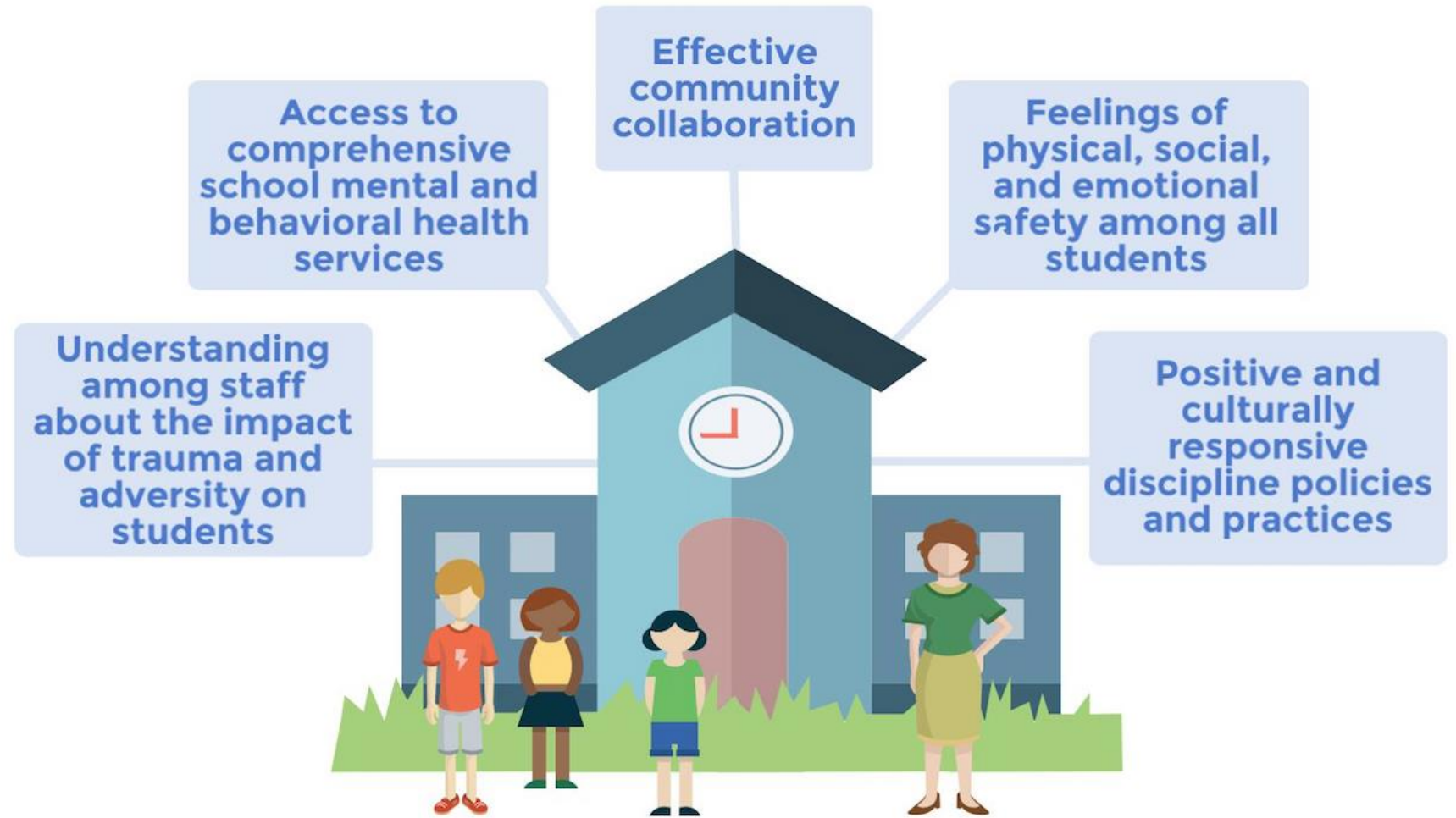
NAMI Nevada State Conference September 20, 2018



School-Based Opportunities

- ▶ Address trauma in school aged children
 - ▶ Limited protective support structures for our student population
 - ▶ Increase in acts of severe violence and serious suicide attempts
- ▶ Improve integrated services
 - ▶ Access to community-based providers for children and families
 - ▶ Staffing of school-based mental health professionals to provide comprehensive school based SEB supports to students
- ▶ Implement comprehensive models
 - ▶ Systematic implementation of a social, emotional, and behavioral (SEB) health program in schools under a multi-tiered support model

Characteristics of Trauma-Sensitive Schools

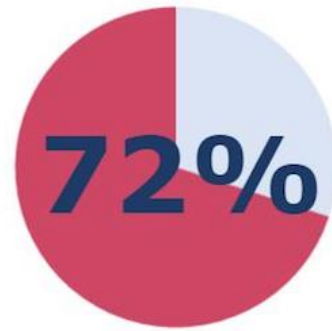


Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history.

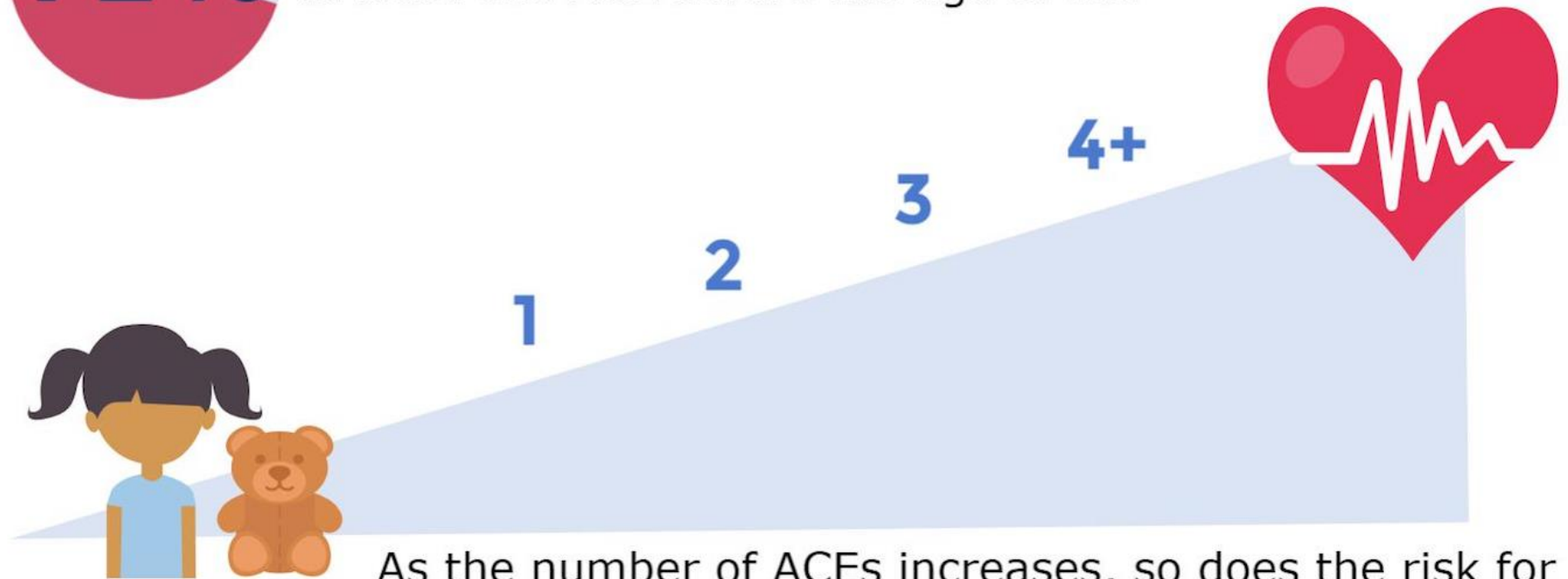
National Association of School Psychologists

Adverse Childhood Experiences (ACEs)

ACEs are stressful or potentially traumatic experiences, including abuse, neglect, and exposure to community violence.



of children and youth in the U.S. will experience at least one ACE before the age of 18.



As the number of ACEs increases, so does the risk for psychological, behavioral, or emotional problems; substance abuse; academic failure; social maladjustment; and poor medical health.

A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Several thin, light blue lines curve downwards and to the right from the bottom of the arrow, creating a sense of movement and flow.

School Safety

- Schools remain incredibly safe for students
- Neurosequential Model of Therapeutics (Perry & Hambrick, 2008)
- Behavioral Threat Assessment and Management Model (BTAM) (Reeves & Brock, 2017)
- Behavioral and Mental Health Multi-Tiered Systems of Support (Clark & Dockweiler, 2018)
- Prevention and early remediation is key



SOLUTIONS



Comprehensive and Integrated Supports

- ▶ Multi-tiered system of support
- ▶ Addresses student social-emotional and behavioral (SEB) functioning at all levels, Tier 1, Tier 2, & Tier 3
- ▶ Restorative justice
- ▶ Elementary
- ▶ Secondary
- ▶ Fits within a larger school support framework

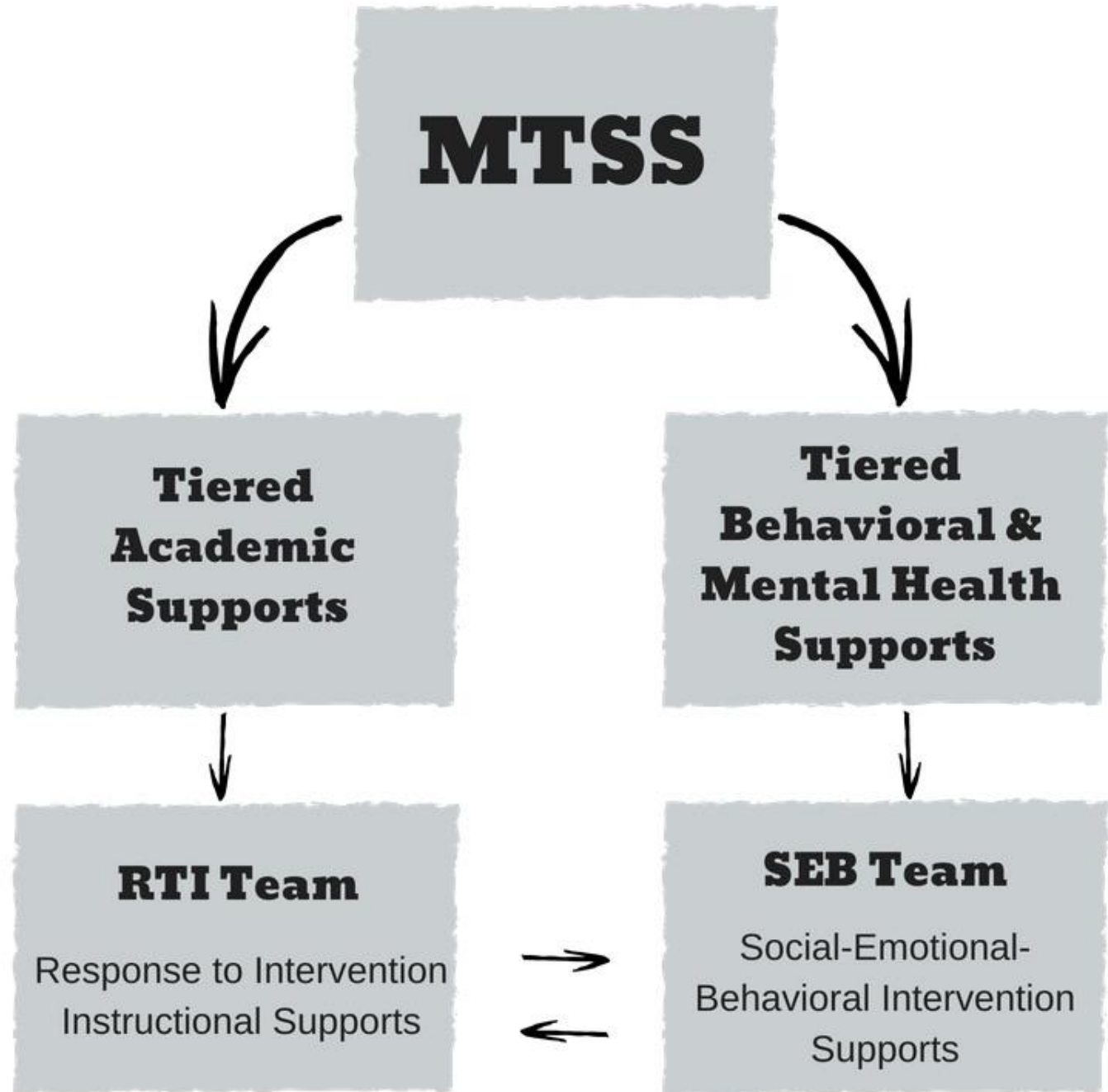
Sample Model of Support



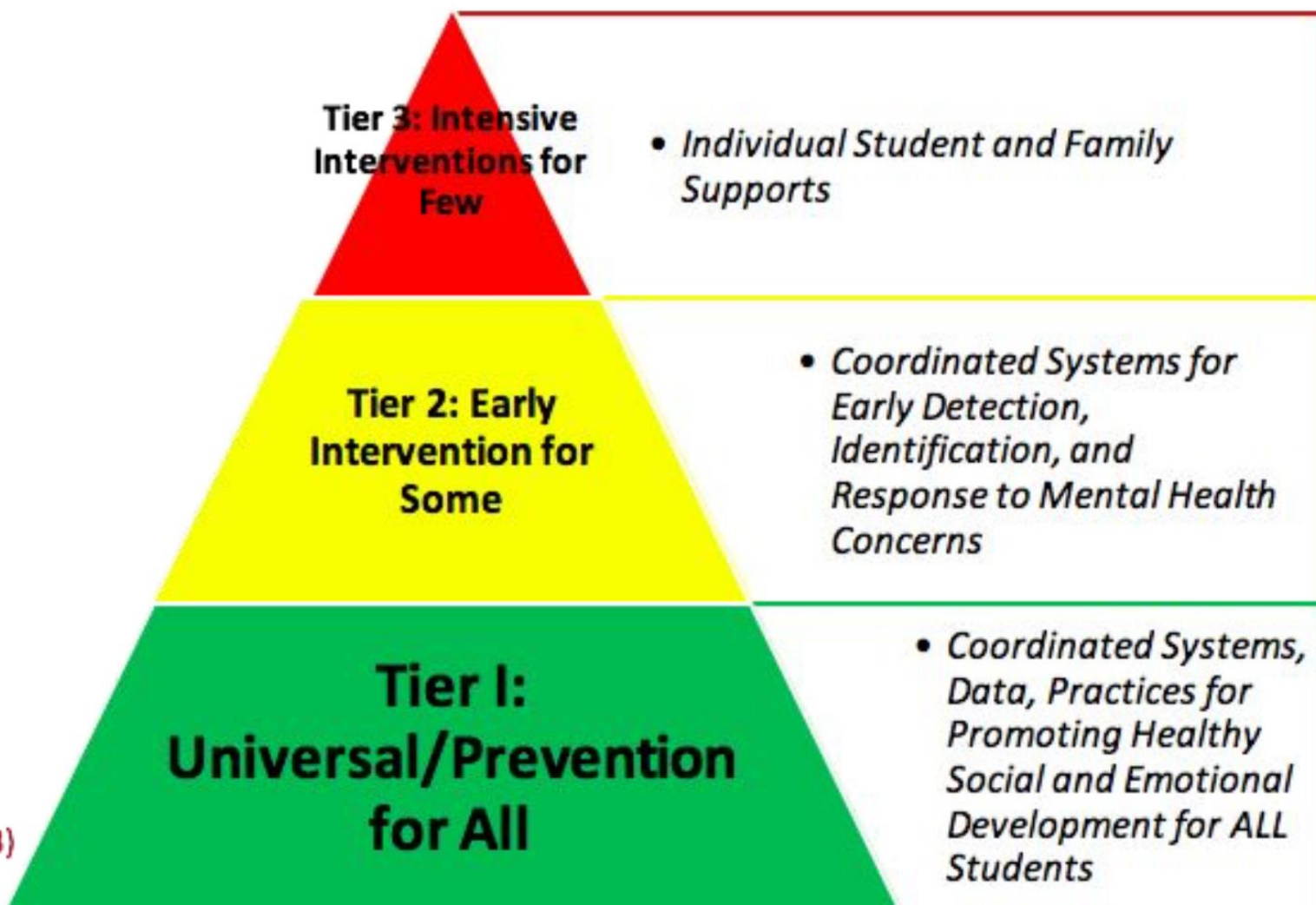
MTSS

Most schools already have academic structures.

Build off existing models.

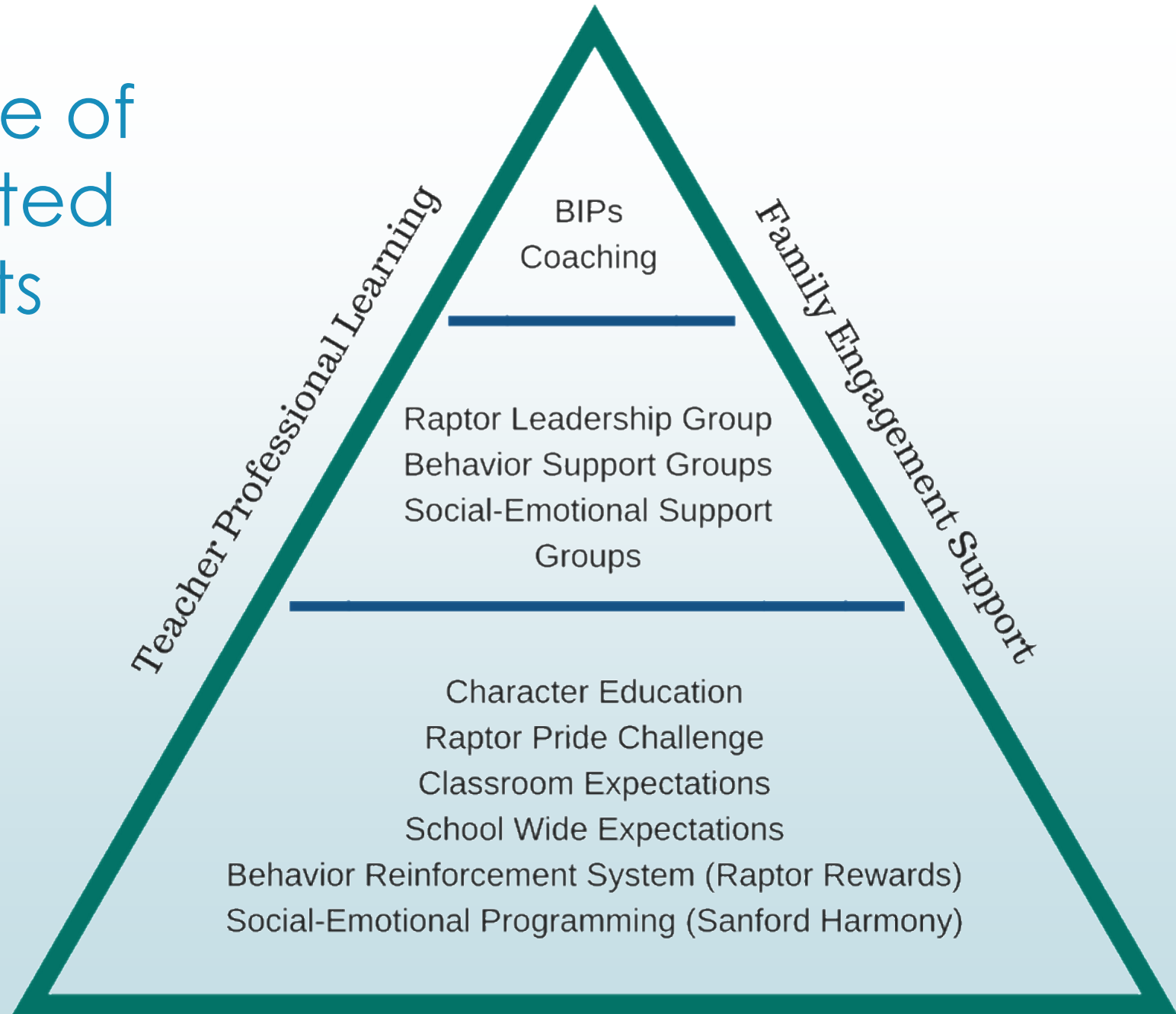


Tiered Model of School Mental Health



(Barrett, Eber, & Weist, 2013)

Example of Integrated Supports





Tier 1

- ▶ Universal Social, Emotional, and Behavioral (SEB) curriculum
 - ▶ Social emotional learning
 - ▶ Positive behavior intervention supports
- ▶ All students screened
 - ▶ Identify students at risk
 - ▶ Identify students who may need monitoring or intervention
 - ▶ Inform decisions about services needed
 - ▶ Identify strengths/wellness
 - ▶ Identify risk factors/emotional distress and trauma
- ▶ Assess effectiveness using feedback looping

A dark blue arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

Tier 2 Interventions

- Small group skills counseling
- Leadership opportunities
- Intervention in risk domains
- Facilitate family engagement
- Connect community-based supports

A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Below the arrow, several thin, light blue lines curve downwards and to the right, creating a sense of movement and depth.

Tier 2 Decision Points

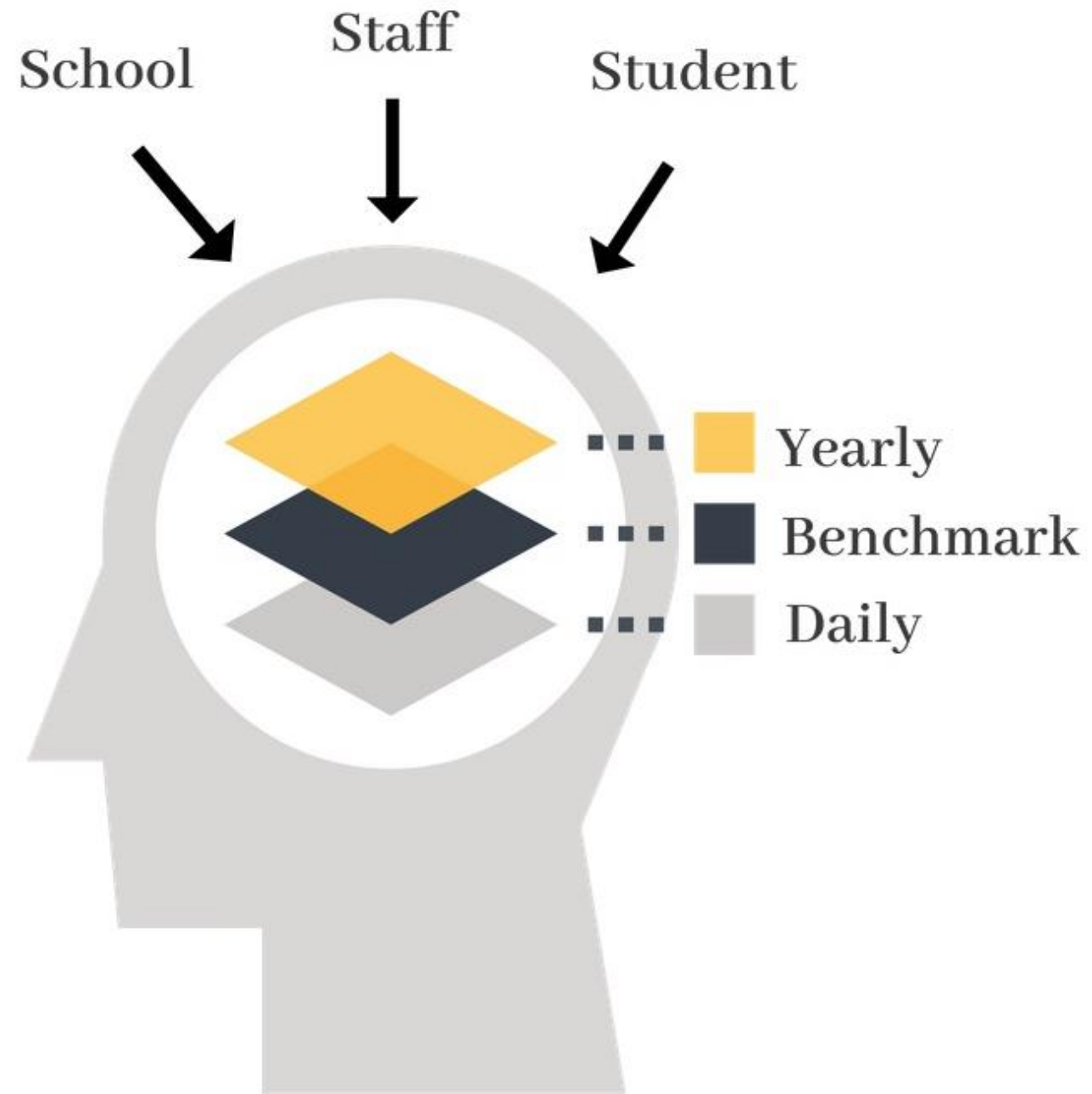
- When to move students to Tier 3?
 - Rainbow report
 - Severe incident
 - Chronic or abnormal truancy
 - Re-entry plan students
 - Students in juvenile justice system
 - Counselor referral



Tier 3 Interventions

- Functional behavior assessment
- Individual behavior intervention program
- Short term one-on-one counseling on campus
- Connect family to more intensive wrap around community supports
- Increase time in class
- Reduce threats to self and others

MTSS Evaluation Frequency and Intensity





Moving Forward

- ▶ All school-based mental health providers must work collaboratively to meet students' needs
- ▶ Address the early and ongoing trauma and risk factors of students, not just their academic needs
- ▶ Increased collaboration and communication between schools and families
- ▶ Facilitate communication between families and community providers
- ▶ Mental health transition plans for students transferring back from residential facilities



Thank You

Katie A. Dockweiler, Ed.D.

katherinedockweiler@gmail.com

(702) 250 - 3567