

# Improving Behavioral Health In Students Exposed to Trauma

## Resources Overview:

### Free Online Trauma Sensitive Schools Training Resources:

Under contract with the federal Department of Education, the American Institutes for Research (AIR) developed an online training toolkit on developing Trauma Sensitive Schools. At some point in 2018 this free training resource will live on the National Center on Safe Supportive Learning Environments (NCSSLE) website, however, the United Way of the Greater Lehigh Valley has secured the right to pilot these training resources before its national release. Within this training package are three modules: 1) trauma awareness 101 (impact of trauma on the brain, body and behavior), 2) how to lead a trauma sensitive school, 3) trauma informed practices in a school setting. Our youth and family serving partners who provide services and supports to our students in Allentown, Bethlehem and Easton are welcome to access these same trauma awareness training resources <https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package-0>

### Examples of Evidence-Based Trauma Informed Practices:

For information on free on-line training on evidence-based trauma informed behavioral health practices, please see <https://cbitsprogram.org/> for the Cognitive Behavioral Interventions for Trauma in Schools (appropriate for middle school students) or <https://bouncebackprogram.org/> for Bounce Back (appropriate for elementary school students). CBITS and Bounce Back were designed by behavioral health professionals for specific use within a school environment. The same group that developed CBITS and Bounce Back also developed Supports for Students Exposed to Trauma (SSET), which is a similar small group school-based intervention model to support students exposed to trauma and designed for teachers and school counselors - non clinicians - to use <https://ssetprogram.org/>

You can also contact Lehigh County and both of the Lehigh Valley Intermediate Units (20 and 21) about the availability of evidence-based trauma informed practices training, such as Trauma Focused Cognitive Behavioral Therapy (TF-CBT), CBITS, Bounce Back and other evidence based practices.

Additional evidence or research-based trauma informed behavioral health interventions can be found at the National Child Traumatic Stress Network, <http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices>.

### Required Tool to Measure Impact of Trauma Awareness and Trauma Informed Practices Training for School Staff:

A well-established tool in measuring stages of development toward building a trauma informed organization is the Attitudes Related to Trauma Informed Care (ARTIC) tool. There is a small cost with using this tool, \$450 for 5 or less school sites, fee would need to be confirmed for larger sites. Research institutions have the option of waiving this fee. For more information on the ARTIC tool, and to determine an actual cost of purchasing this tool to include in your proposal to the United Way, please see: <http://traumaticstressinstitute.org/how-do-i-obtain-the-artic/> .

### Resources on Research-Based Universal Social-Emotional Screeners for Students:

Attached is a quick reference guide on research-based universal social-emotional screeners. The hope is for all students in United Way Community Schools to be universally screened to more objectively identify those students with a moderate or severe social-emotional need, and monitor progress once interventions have been put in place. The ideal screening tool would be suitable for identifying both internalizing and externalizing behaviors, use for identification and progress monitoring, easily distributed in a traditional classroom setting and have capacity for web-based administration and scoring (Overview of Universal Social-Emotional Screeners pdf).

### 5 Core Components of Social Emotional Learning:

For useful information on the five core competencies of a quality Social Emotional Learning program, see CASEL's website: <http://www.casel.org/core-competencies/>

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