

Trauma-Informed Programs and Practices for Schools (TIPPS)

A Research-Based Model for
Systems Change



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Creating safe,
nurturing, and inclusive
learning environments
for all students



Presenters



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Content

- Context setting: Research on ACES, trauma, resilience
- Trauma-Informed Programs and Practices for Schools (TIPPS)
 - 10 Pillars of the TIPPS framework
- Trauma-informed case discussion
- Professional well-being

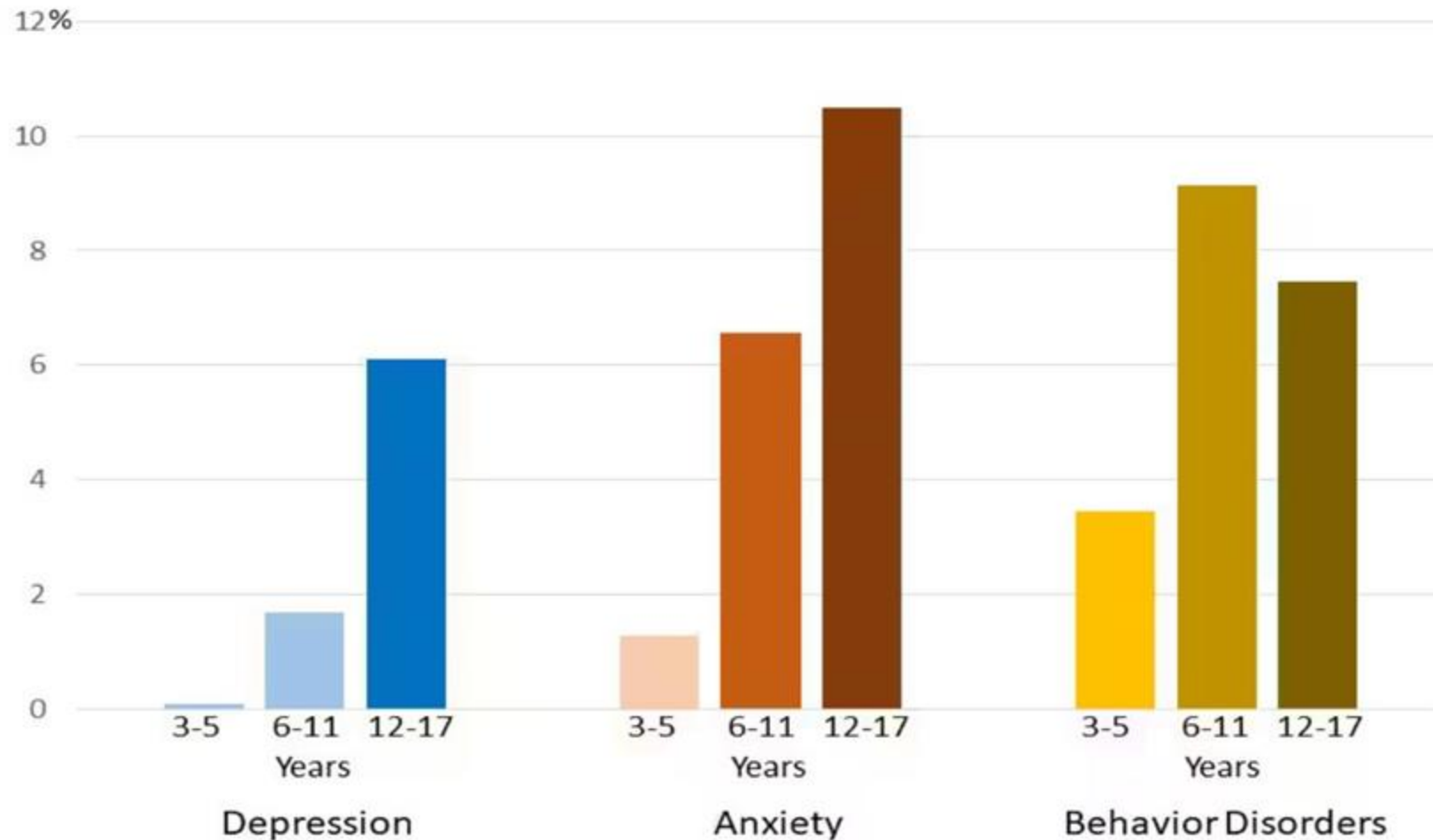


Video – "I Wonder if You See Me"



Mental Health Disorders among Children and Adolescents

Depression, Anxiety, Behavior Disorders, by Age



Source: Centers for Disease Control and Prevention (CDC)



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National Study of Adolescents (ages 13-17)

- **62%** of adolescents experienced a lifetime PTE (potentially traumatic event).
- PTSD was higher among females (**7.3%**) compared to males (**2.2%**) and most likely among adolescents exposed to interpersonal violence.
- PTSD is a well-known risk factor for secondary mental and physical health disorders.

Source: McLaughlin et al. (2013). Trauma exposure and posttraumatic stress disorder in a national sample of adolescents. *J Am Acad Child Adolesc Psychiatry*, 52(8), 815-830 e814.



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ACEs can have lasting effects on...



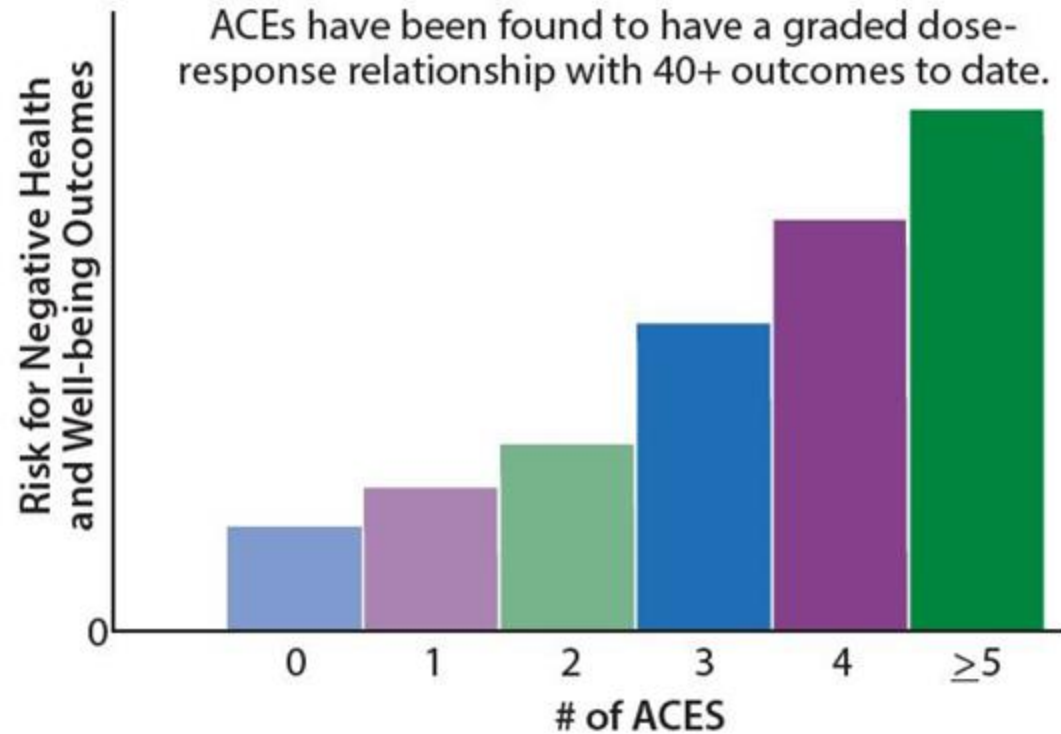
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)



Life Potential (graduation rates, academic achievement, lost time from work)



*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

Source: Centers for Disease Control and Prevention (CDC)



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Demographics Associated with Higher ACE Exposure in the U.S. Population

- Black and Hispanic/Latino
- Lesbian, gay, bisexual, trans
- Less than a high school education
- Less than \$15,000 annually
- Unemployed or unable to work

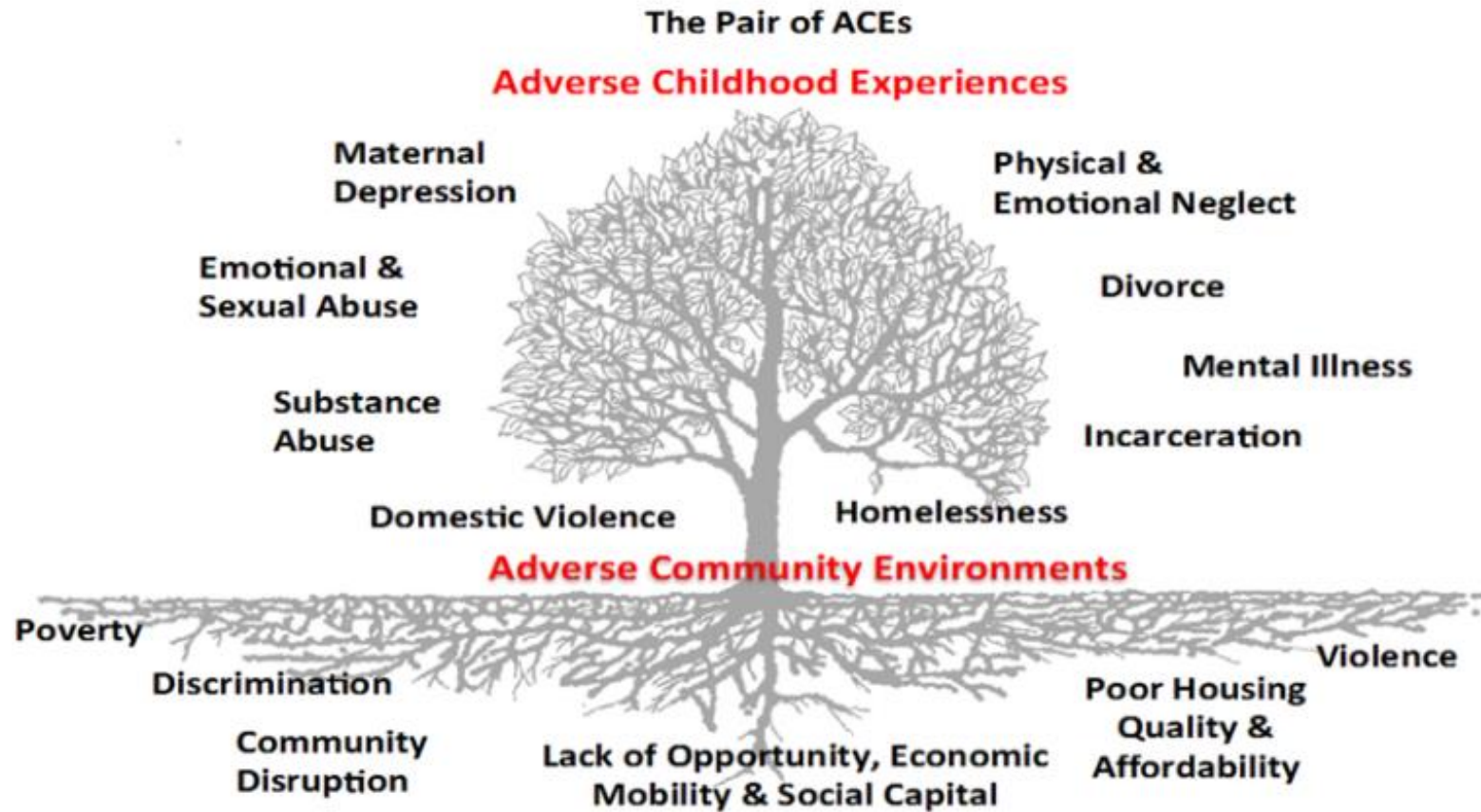


Source: Centers for Disease Control and Prevention (CDC)



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Pair of ACES



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011



"Why School Absences Have Exploded Everywhere"

The New York Times

- Ongoing challenges with learning loss and chronic absenteeism
 - **26 percent** of public school students vs. **15 percent** before the pandemic
 - **32 percent** of students in the poorest districts vs. **19 percent** before the pandemic
- Absenteeism contributes to ongoing learning challenges and increases the risk for school failure



Adversity, Trauma, & Traumatic Stress

- **Adversity** – difficulties, hardship, distress
- **Trauma** – psychological, emotional, and physical harm caused by an adverse event...or series of events
- **Traumatic stress** – reactions to a traumatic event that persist over time and cause anxiety, depression, difficulty regulating emotions, attention problems, difficulties forming and maintaining relationships, etc.

Source: The National Child Traumatic Stress Network (NCTSN.org)



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Key Point

"Any event in which an individual feels threatened, overwhelmed, and unable to cope."

– TIPPS Guide, p. 6

Trauma is not defined by the event itself but the **perceived experience of the event** as physically and/or emotionally harmful.



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Trauma in the Classroom



**Withdrawal from
others and activities**



Irritability



**Heightened sensitivity
to criticism**



**Decreased attention
and concentration**



**Anxiety, fear, worry,
or safety concerns**



**Decreased academic
performance**



**Increased impulsivity
and risk-taking**



**Difficulty trusting
others**



**Discomfort with
feelings and thoughts**



Trauma-Informed Approach

Ask

“What happened to you?”

Rather than

“What’s wrong with you?”

More information: [Michigan ACE Initiative Blog on Addiction and ACEs](#)



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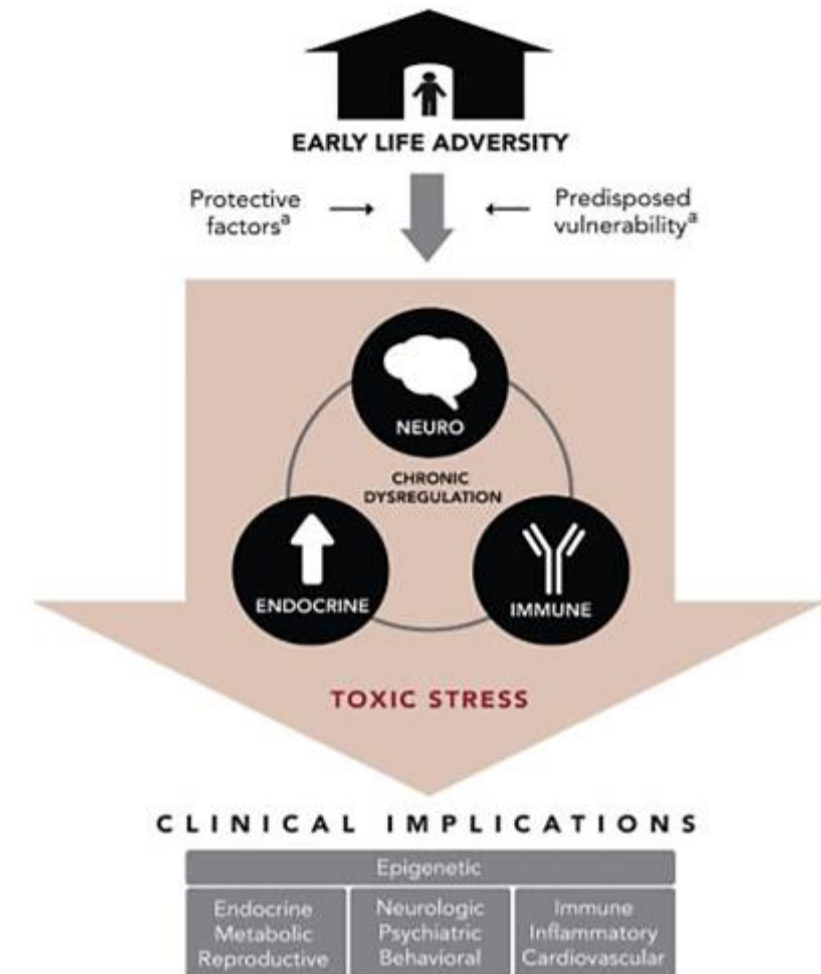
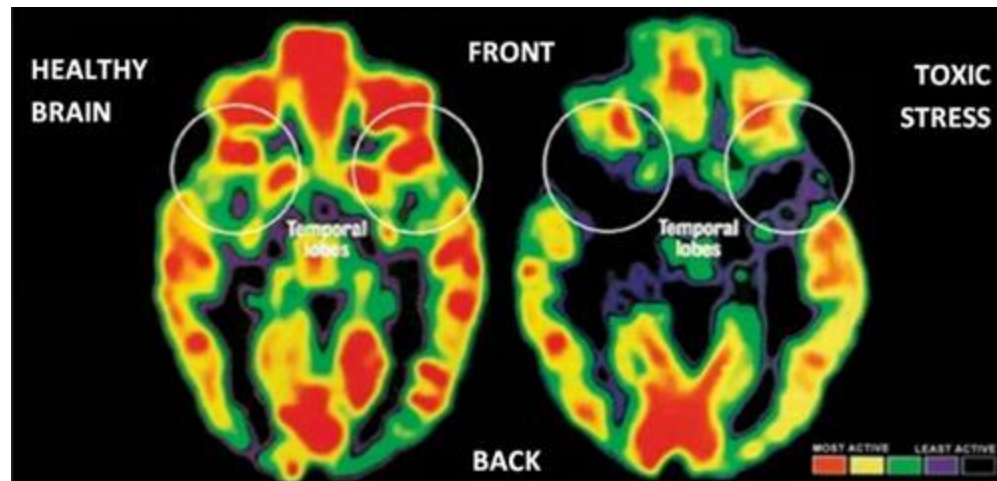
Trauma Over the Lifespan



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Effects of Adversity and Trauma Over the Lifecourse

- Biological embedding of disease risk; increase “wear and tear”
 - Structural and functional changes to the brain
 - Negative effects of trauma endure well after the threat has been removed
- Developmental sensitivity to toxic stress



Source: Bucci, M., Silverio Marques, S., Oh, D., & Burke Harris, N. (2016). Toxic stress in children and adolescents. *Advances in Pediatrics*, 63, 403-428.

Individual Variation in Responses to ACEs

- ACEs (and trauma) elevate risk for later problems, but they DO NOT determine outcomes (developmental divergence).
- Many children do well despite the adversities they encounter...if they also experience protective factors.
- **Protective environments and relationships are fundamental to reducing the effects of trauma and strengthening resilience in children.**

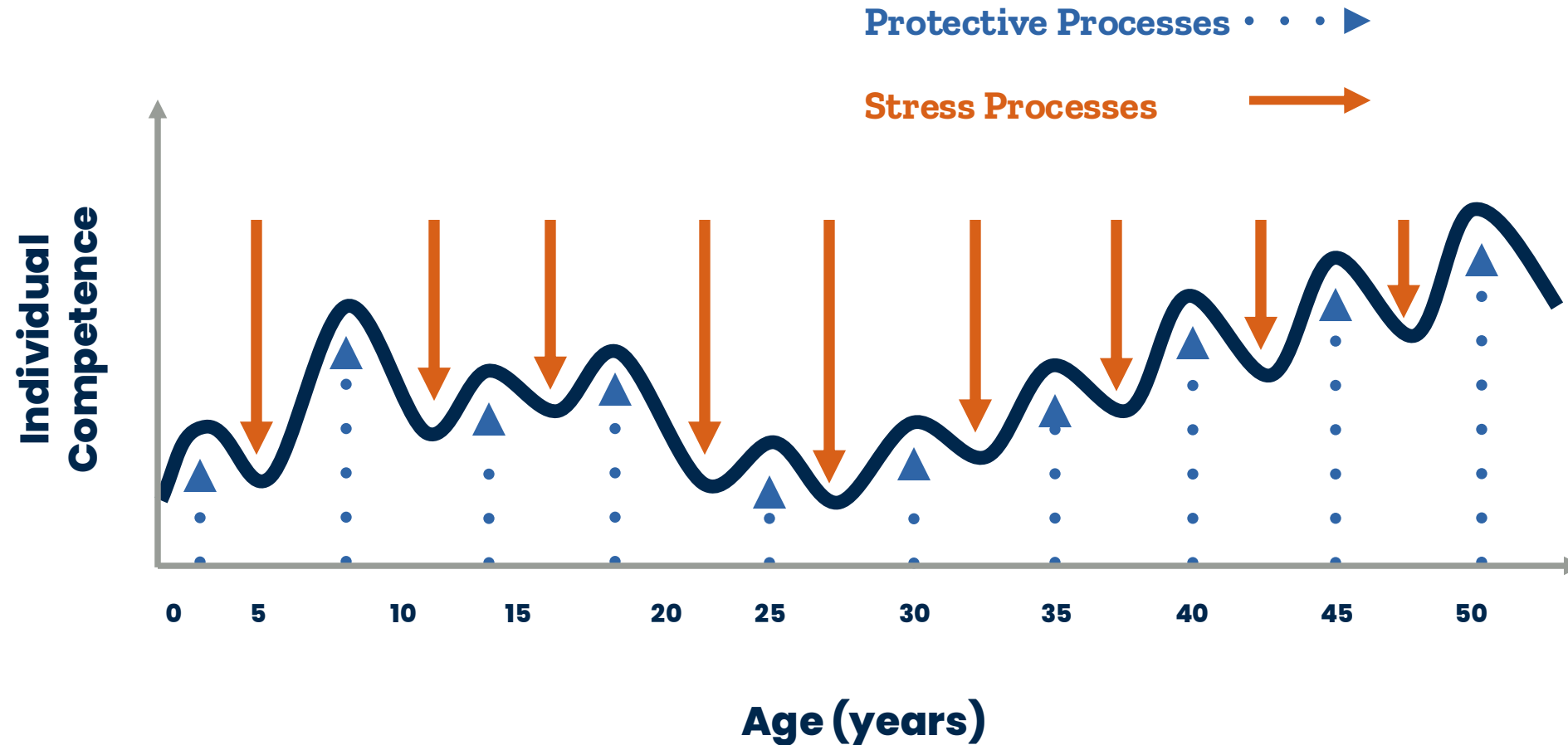


“The single most common factor for children who develop resilience is at least **one stable and committed relationship with a supportive parent, caregiver, or other adult”**

– Center on the Developing Child at Harvard University



Stress and Protection-Development & Resilience



Source: Leadbeater, et al. (2004). Research and policy for building strengths: Processes and contexts of individual, family, and community development. In K. I. Maton et al. (Eds.), Investing in children, youth, families, and communities: Strengths-based research and policy (pp. 13–30). Washington, DC: American Psychological Association.



*There is no one way to be trauma-informed...
but a school-wide, systemic approach will
have more impact than one focused solely on
the individual child*



Trauma-Informed Programs and Practices for Schools (TIPPS)



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ADVERSITY, TRAUMA &
RESILIENCE

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SCHOOLS

10 CORE
PILLARS

TOOLS &
RESOURCES

OUR
TEAM



**Creating safe, nurturing,
and inclusive learning
environments for all
students**



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Trauma-Informed Programs and Practices for Schools (TIPPS)

- Based in concepts of **systems change** and **trauma**
- A multilevel, overarching framework for other school-based mental health, social, and behavioral interventions (e.g., Multi Tiered Systems of Support [MTSS], TRAILS, Michigan Model for Health).
- Grounded in research on the signs and symptoms of trauma, resilience, and building blocks of a school-wide trauma-informed response.
- Goals:
 - Create safe, inclusive, nurturing learning communities and relationships
 - Promote resilience in everyone!
- 10 core pillars



TIPPS in Action

- **A flexible framework**

- Work starts where needs are greatest, and uniting other frameworks under TIPPS
- Staff are active learners

- **Schools engage in strategic planning to:**

- detail policies, practices, and strategies that will lead to desired outcomes
- examine connections to other initiatives
- anticipate implementation barriers and strategies to overcome them
- measure and evaluate for quality improvement and impact

- **TIPPS team provides**

- Resources
- Technical assistance
- Facilitated coaching



10 Core Pillars

Which pillar(s) do you feel your school is doing well?
Identify one pillar you'd like to focus on this year.



1. Ensure Safe Communities



2. Increase Awareness of the Signs and Symptoms of Trauma



3. Increase Awareness of Biases and Stereotypes



4. Build Community



5. Develop and Model Positive Relationships



6. Reduce Punitive Discipline



7. Communicate and Reinforce Goals and Expectations



8. Avoid Deficit Thinking and Deficit Language



9. Incorporate Social Emotional Skills and Positive Coping



10. Create a Support System to Address Emergent Needs



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Middle School Scenario – Troubled Teen

Travis is a high needs student who has been living with his grandparents since his mother was incarcerated last Spring. He is having trouble getting started on a family tree research project and asks to go to the bathroom but doesn't return in a timely manner. His teacher, Mr. Sanderson, tells him he missed some of the instructions and prompts him to begin filling out the template. Travis tells him he doesn't know any of the information, so the teacher suggests he fill in what he can and ask his parents for help after school. Travis reminds Mr. Sanderson that he lives with his grandparents and that they don't have time to help him with homework. Travis sits for a few minutes shaking his legs and humming softly to himself. Frustrated, Mr. Sanderson demands that Travis start the assignment, but instead of starting the assignment, Travis pulls out his phone, puts in his earbuds, and begins listening to music. Mr. Sanderson raises his voice, slams his hand on the desk, and demands that Travis put his phone away and start the assignment. Without warning, Travis stands up, yells expletives at the teacher, and knocks over his desk. He continues to yell obscenities and throw his papers off his desk until a classmate calms him down. Mr. Sanderson phones the office and tells them that he needs Travis to be removed from his classroom and that he will be submitting a violation report by the end of the hour. Travis is physically removed from the classroom by two administrators. His classmates could hear him yelling as he was escorted down the hall.



Reflection Questions

- What about the assignment and the teacher's approach was "triggering" to Travis?
- What could Mr. Sanderson have done differently to diffuse the situation?
- What can *schools* do differently to support students like Travis?



Trauma-informed Response

- Consider ways to get to **know your students** (lives outside of the classroom impact how they show up *in* the classroom)
- Consider what the student's **behavior is communicating**
- **Prioritize** the student over content
 - **relationships** matter more than compliance
 - pay attention to **non-verbal cues** and the student's **body language**
 - **avoid deficit framing** and deficit language
- Be intentional about **communication**
 - **communicate clear expectations** (and reiterate as needed)
 - **simplify language** and directions
- Take a **restorative approach**; if a student is removed from the classroom have a **plan for re-entry**





**"What do
you bring
with you
when you
walk into a
classroom?"**

– Django Paris

Image credit:
Favianna Rodriguez, 2017



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Educator Well-being

What is well-being and how
might we best achieve it?



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Educator Well-Being

- **Well-being:** A broad, personalized concept that encompasses positive emotions, life satisfaction, good physical health, and the ability to function effectively
 - Educator well-being translates to student well-being
- **Assess** your current state of well-being
- **Learn** strategies to support your well-being
 - Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- **Plan and practice** by creating a realistic, actionable plan



To DOs

- Download the TIPPS Program Guide
 - Read background content
 - Choose one or two pillars and explore strategies and resources
- Talk to your colleagues about what you might do collectively in this space
- Generate questions for us
- Reach out if we can be of help



Online Training of Trainers Workshop Series

Thursday, Dec 4th, 8:30-11:30am

Thursday, Dec 11th, 8:30-11:30am

For more information/registration:



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Trauma-Informed Programs and Practices for Schools (TIPPS): Online Training of Trainers Workshop Series

This workshop series is for school professionals interested in becoming trainers of the Trauma-Informed Programs & Practices for Schools (TIPPS) approach. TIPPS is a research-based model intended to lessen the effects of trauma and promote safe, inclusive, and nurturing learning environments for all students. Strategies and resources offered in this series will cover the TIPPS 10 core pillars of a system-change process and allow participants to customize content to address needs of their local settings.

Social workers participating in this course will receive 5.5 continuing education contact hours.

MUST attend both online sessions to participate:

Part 1 - Thursday, December 4th at 8:30-11:30 AM

Part 2 - Thursday, December 11th at 8:30-11:30 AM



Presented by:
Angela Blood Starr, MA
Regional School Health Coordinator

For more information and to register: <https://myumi.ch/5kxeM>

**Please scan the QR Code to
access our TIPPS website.**



Thank you!



<https://tipps.ssw.umich.edu/>



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