

Helping our Students Respond to Trauma Exposure as We Return to School



Upcoming Parent University Workshops

August

27

**Helping Our Children Respond to Trauma as we
Return to Learning**

September

1

**Learn How to Navigate the IEP (Individualized Education
Program) Process This Year**

3

**English Learning Family Guide to Partnering with PK
Teachers – in Spanish**

10

Experience Restorative Practices with Your Family

15

What Will Attendance Look Like for School Year 20-21?

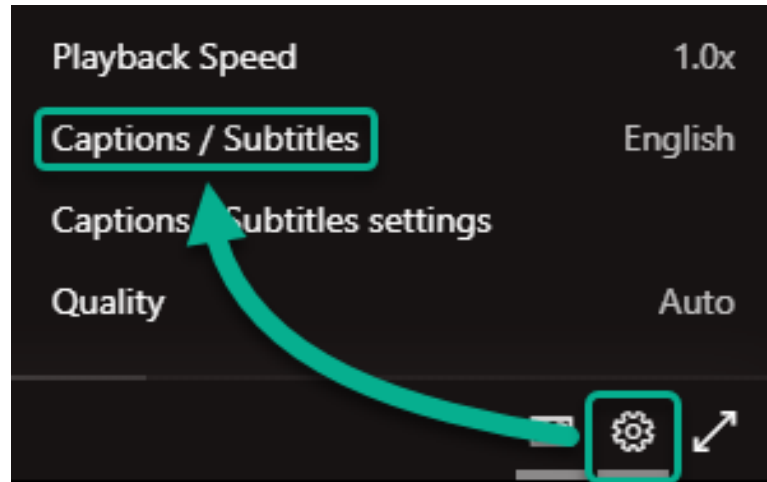
17

High School Grading, Graduation and Supports

Sign up at bit.ly/dcpsparentursvp!



Subtitles, Sous-titres, Subtítulos



Look for the gear icon in the bottom right corner of the video player.

Busque el ícono de ajustes en la esquina inferior a la derecha del reproductor de video.

Cherchez le bouton "réglages" dans la barre d'outils en bas à droite de la vidéo.

Select **Captions/Subtitles.**

Seleziona **Captions/Subtitle.**

Sélectionnez **Captions/Subtitles.**

Choose a language from the list of available options.

Elija un idioma de la lista de opciones disponibles.

Choisissez votre langue parmi les options disponibles.

Welcome to Microsoft Teams

Use the Q&A feature to...



Ask questions



Share insights you might have



Upvote other questions and comments by pressing the thumbs up button

Ask as **Mr Tinkering**

Ask a question

Ask anonymously

Ask



DCPS Core Values



STUDENTS FIRST

We recognize students as whole children and put their needs first in everything that we do.

EQUITY



We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.



EXCELLENCE

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

TEAMWORK



We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.



COURAGE

We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.

JOY



We enjoy our collective work and will enthusiastically celebrate our success and each other.



Community Agreement

Assume best intentions

Go hard on ideas, not
on people

Accept non-closure



Welcome from
Chancellor Lewis D.
Ferebee



Today's Presenters



Douglas Gotel, LICSW, RPT-S
Director, Trauma Responsive
Schools Initiatives
School Mental Health -Project
AWARE



Kenya Coleman, PsyD, LICSW
Senior Director,
School Mental Health



Nigel Jackson, LICSW
Director,
School Mental Health

Session Objectives

Objective 1

Orient families to the DCPS Trauma Responsive Schools Model

Objective 2

Describe expectations for schools

Objective 3

Advise families on how to access mental health supports for students



Opening Activity

Relationships and Resilience

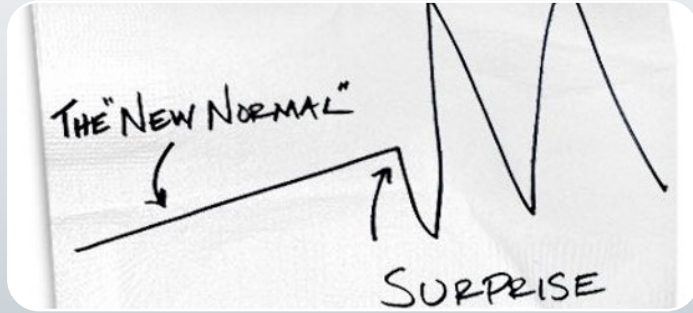
DESCRIBE YOUR MOST
REWARDING RELATIONSHIP
WITH A TEACHER AND WHY YOU
VALUE THE RELATIONSHIP

OR

DESCRIBE A TIME YOU
OVERCAME A CHALLENGE AND
HOW YOU DID IT



Why Focus on Trauma Responsive Practices?



Unprecedented
disruption due
to COVID-19



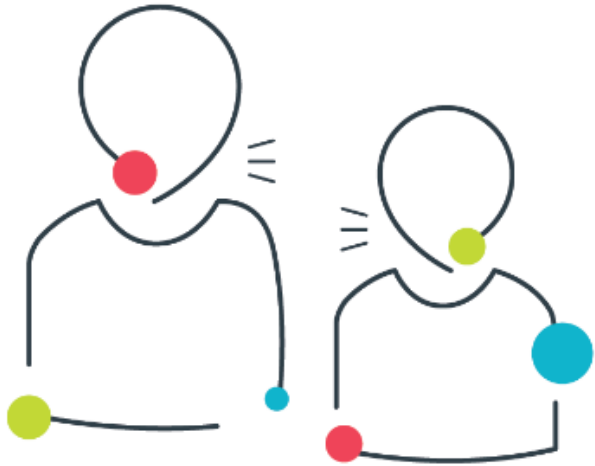
Uncertainty
about a virtual
reality



Supports for a
"new normal"



RELATIONSHIPS



ROUTINES

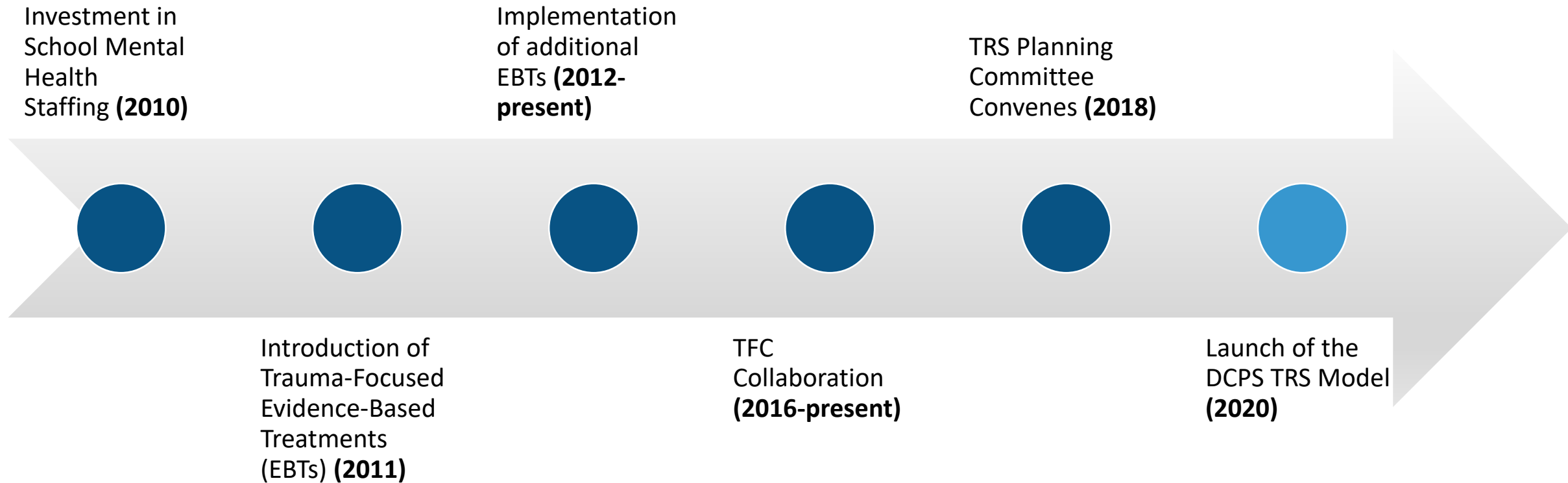


RESILIENCE



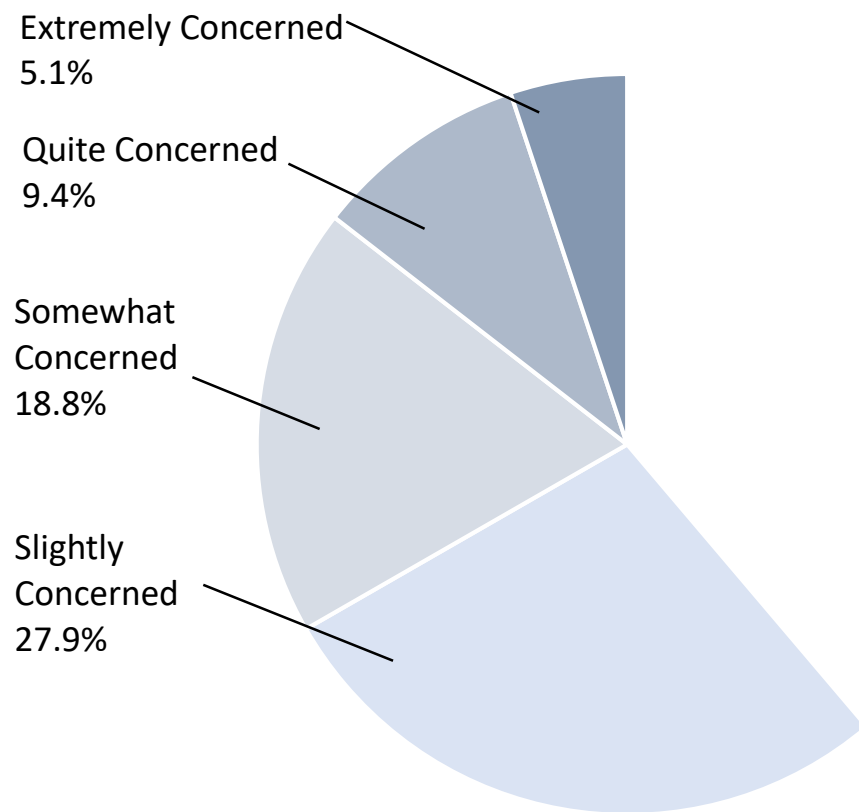
The path to learning is a calm brain

Journey to Trauma Responsive Schools



DCPS Learning from Home Survey

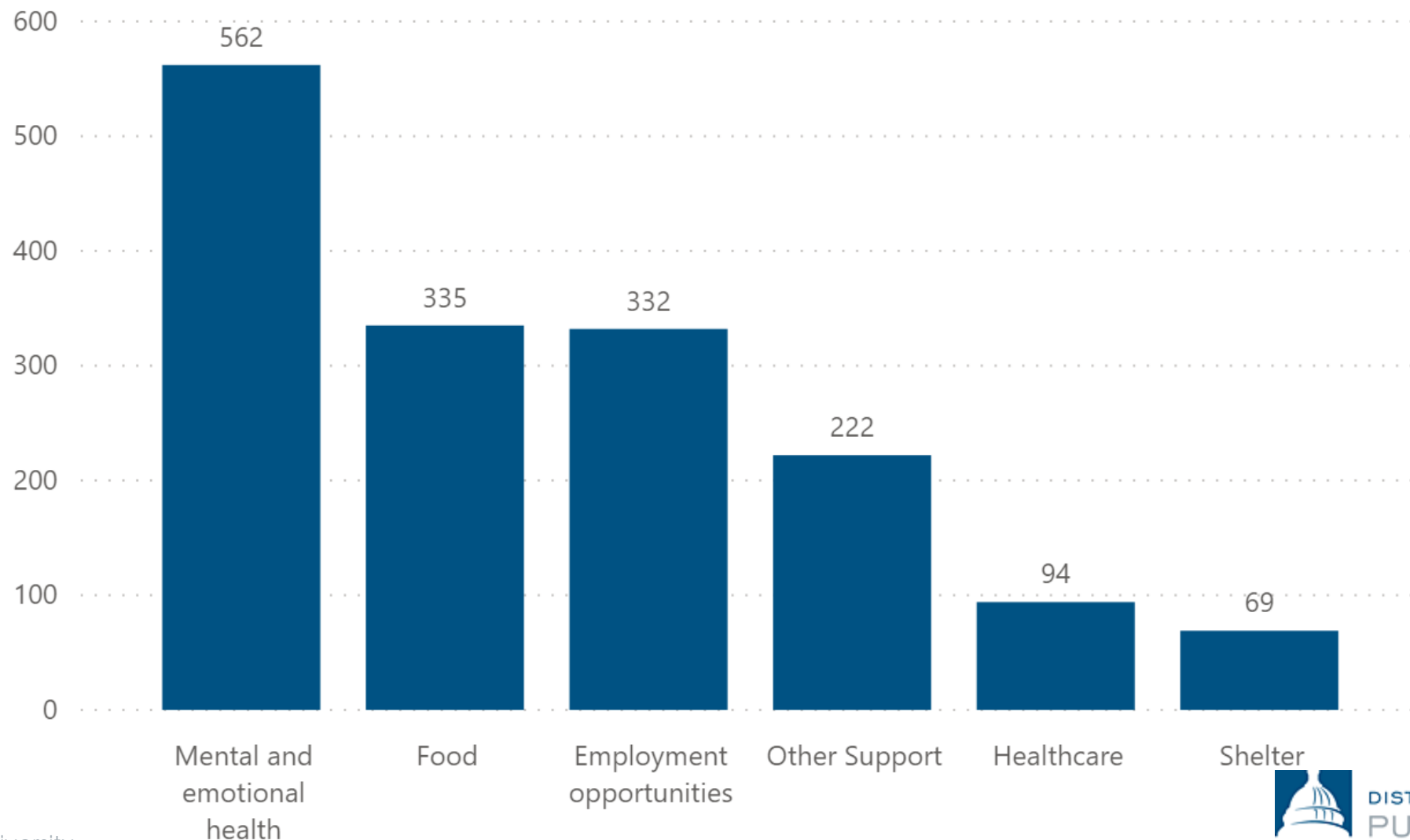
How concerned are you about your child's social or emotional well-being during this period of learning from home during quarantine?



- “
- Not having any social interaction with peers for extended period of time is not good. Then what can we do to prepare for next year?
 - Social alienation, abrupt end to senior year and abrupt separation from teachers, teammates and coach.
 - 1st year of high school. Child was doing great and motivated to excel. First 2 semesters, maintained an A/B average. Currently, not motivated to sit on computer every day.
 - Two kids. One has anxiety and misses teacher support, activities, friends. Other has no sports no friends nothing to look forward to.
- ”

DCPS Learning from Home Survey

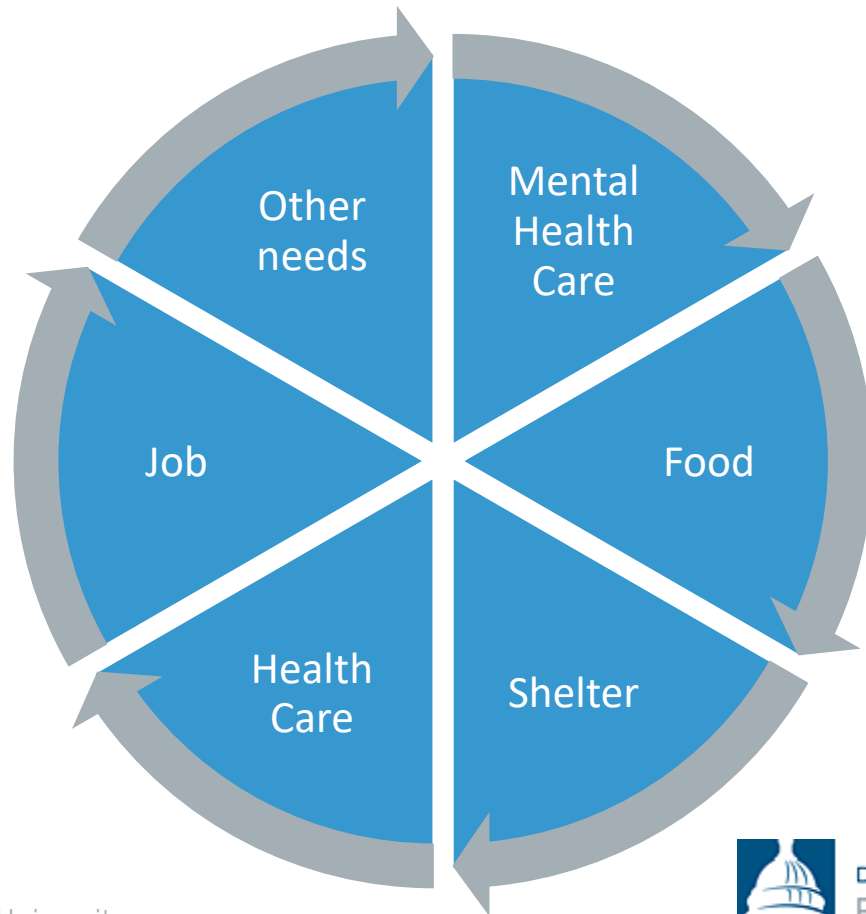
In what areas do you need extra support?



Where are you now?

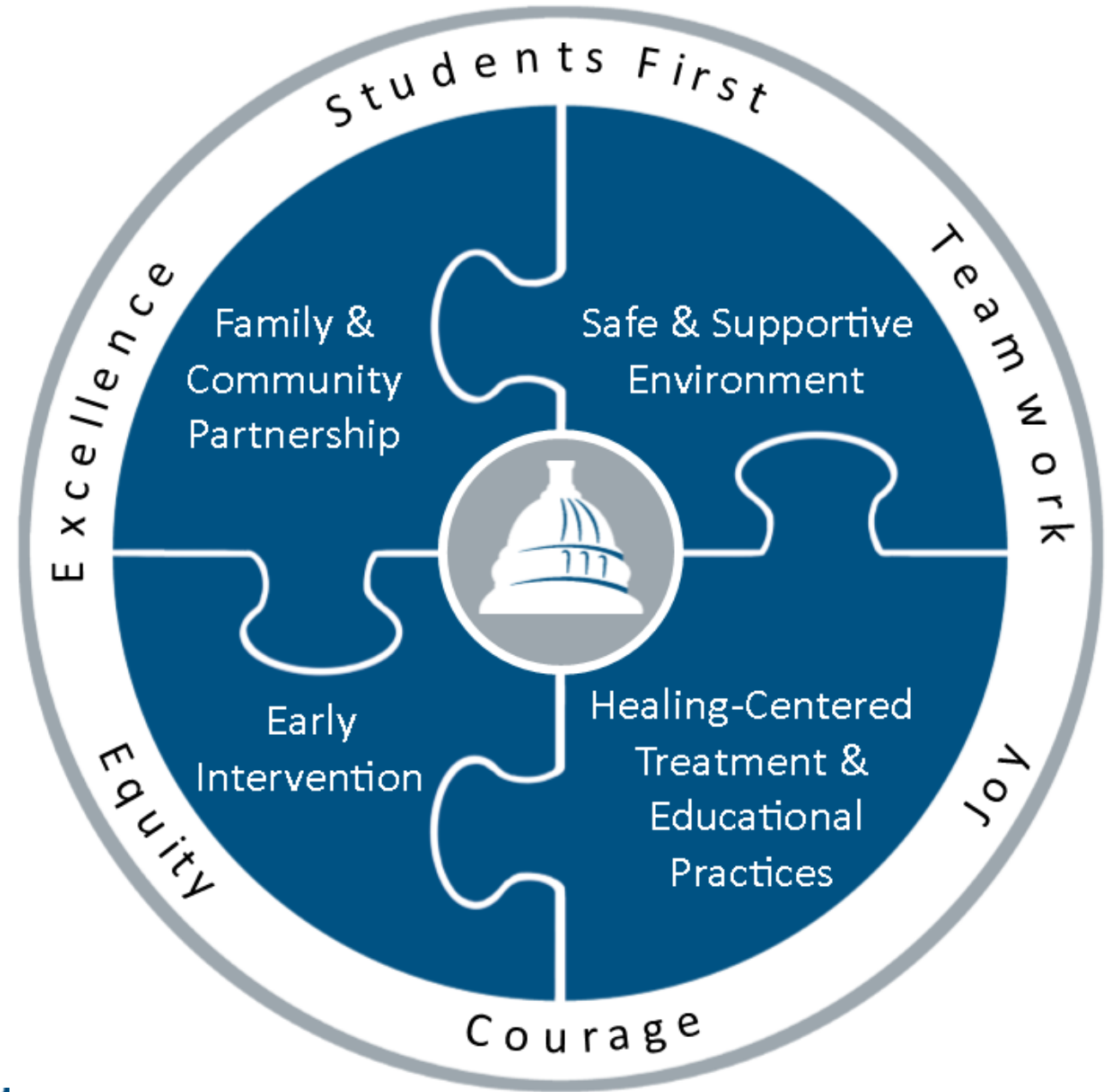
Revisiting the "Learning from Home" survey

In what areas would you and your family like the most support at this time?



DCPS Trauma Responsive Schools Model

Core 4 Components



Trauma Responsive Schools Non-Negotiable Practices

Every teacher spends dedicated time with their classroom or homeroom students to **build relational trust**

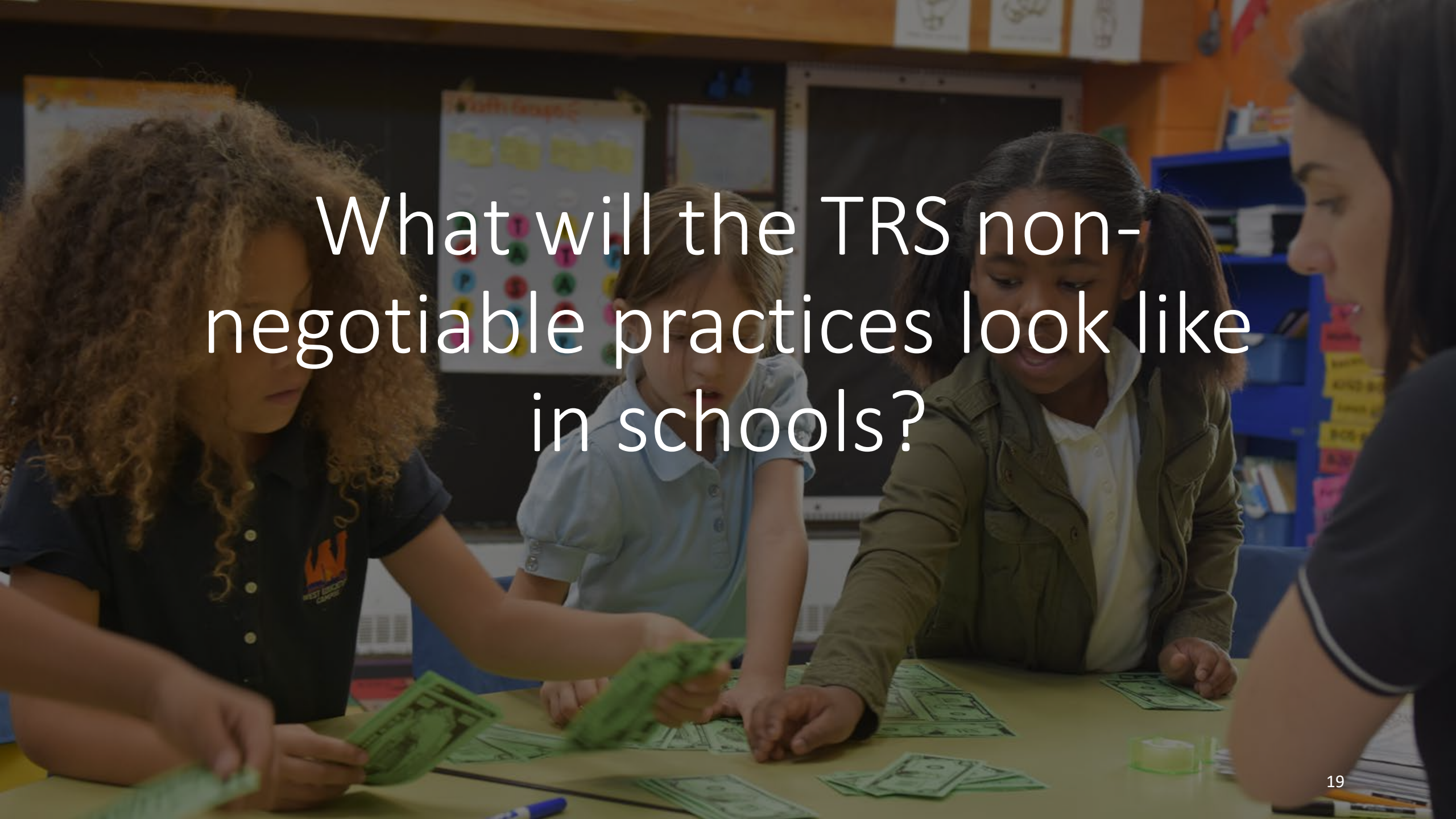
Every student is greeted with **positive and affirmative language** daily and with each classroom transition

Every school should include opportunities for **staff wellness**

Every school provides opportunities and designated **space to practice emotional regulation**

Every school teaches, **models and reinforces school-wide behavior expectations** for students and adults



A photograph of three young students in a classroom setting, focused on a task at a table. They are using green play money, including \$100 and \$10 bills. The student on the left has curly hair and wears a dark blue polo shirt with a logo. The student in the middle is a young girl in a light blue polo shirt. The student on the right is a girl with pigtails wearing a green jacket over a white shirt. In the background, there are educational posters on the wall and a blue storage bin. The text 'What will the TRS non-negotiable practices look like in schools?' is overlaid in white on the image.

What will the TRS non-negotiable practices look like in schools?

TRS Non-Negotiable

Every student is greeted with positive and affirmative language daily and with each classroom transition

- Personal greetings
- Daily compliments
- **Celebrating students' successes**



TRS Non-Negotiable

Every teacher spends dedicated time with their classroom or homeroom to build relational trust

- “2X10”
- “Banking time”
- Circle time
- Incorporating student interests into instruction



TRS Non-Negotiable

Every school provides opportunities and designated space to practice emotional regulation

- Using private chat to guide a struggling student through a reflection activity
- **Breathing exercises, yoga poses, anxiety-reducing music structured during the day**
- “Zen” rooms and mindfulness corners



TRS Non-Negotiable

Every school teaches, models and reinforces school-wide behavior expectations for students and adults

- **Displaying visual reminders of expectations and supporting students in practicing the expectations**
- **Noticing and naming appropriate choices and behavior**
- **“Restorative” conversations**



TRS Non-Negotiable

Every school should include opportunities for staff wellness

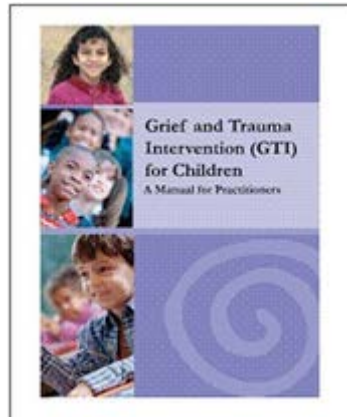
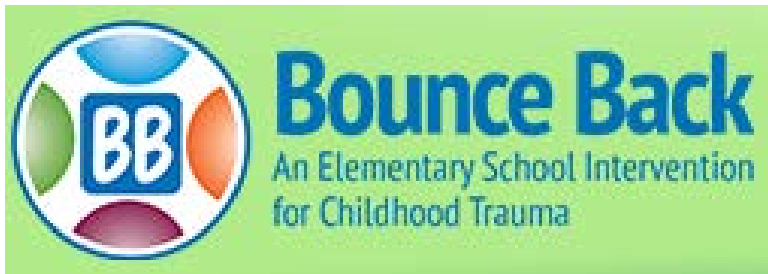
- Mindfulness/ breathing activities in staff meetings and “checking in”
- Encouraging staff to self-monitor for compassion fatigue and burnout using standardized questionnaires
- **Scheduling self-care practices such virtual fitness and wellness seminars**
- Celebrating staff success



Trauma – Responsive Interventions

School Mental Health Team – Office of School Improvement and Student Supports

Elementary



Grief and Trauma
Intervention for Children
(GTI)

Middle/ High School



Cognitive Behavioral
Intervention for Trauma in
Schools



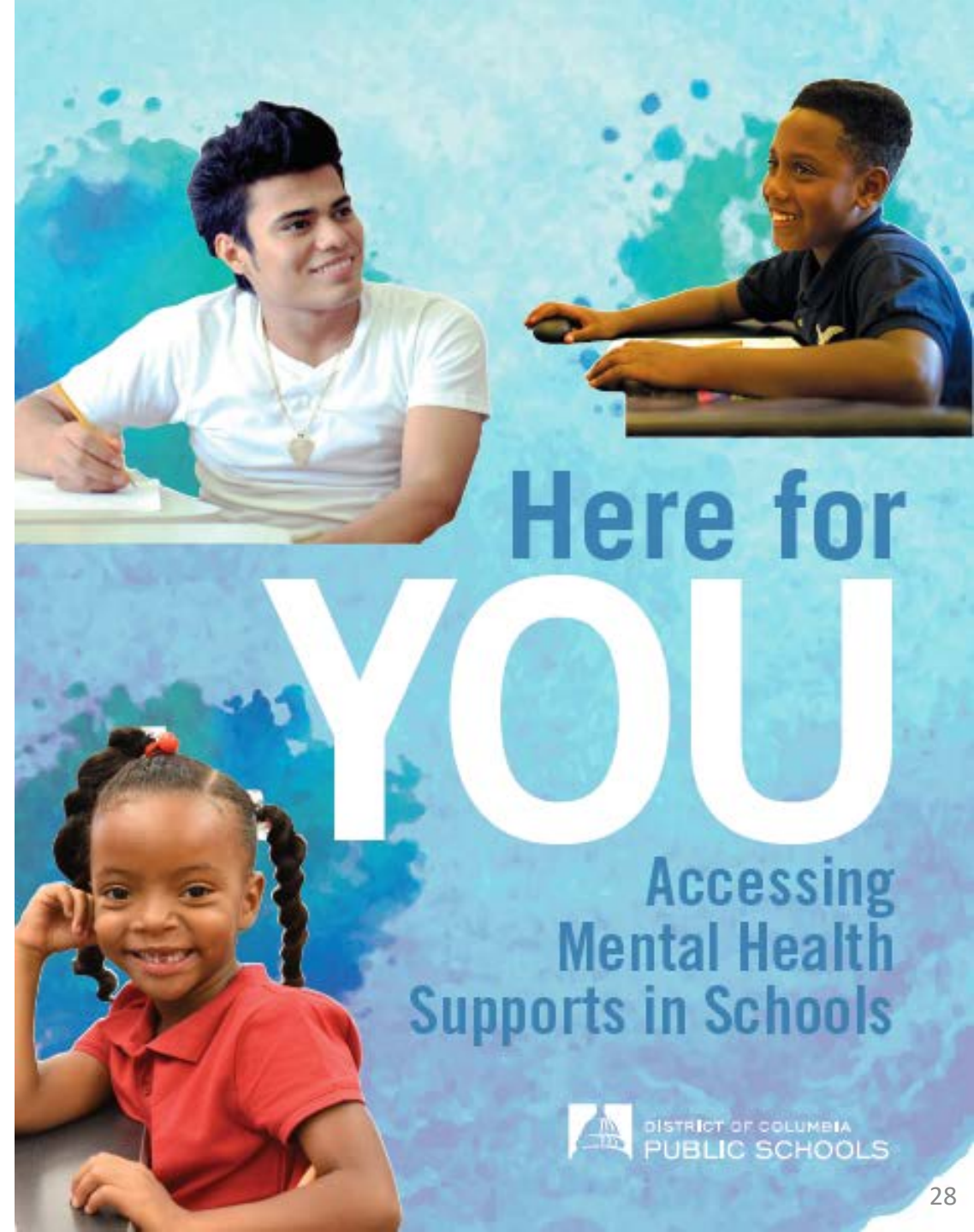
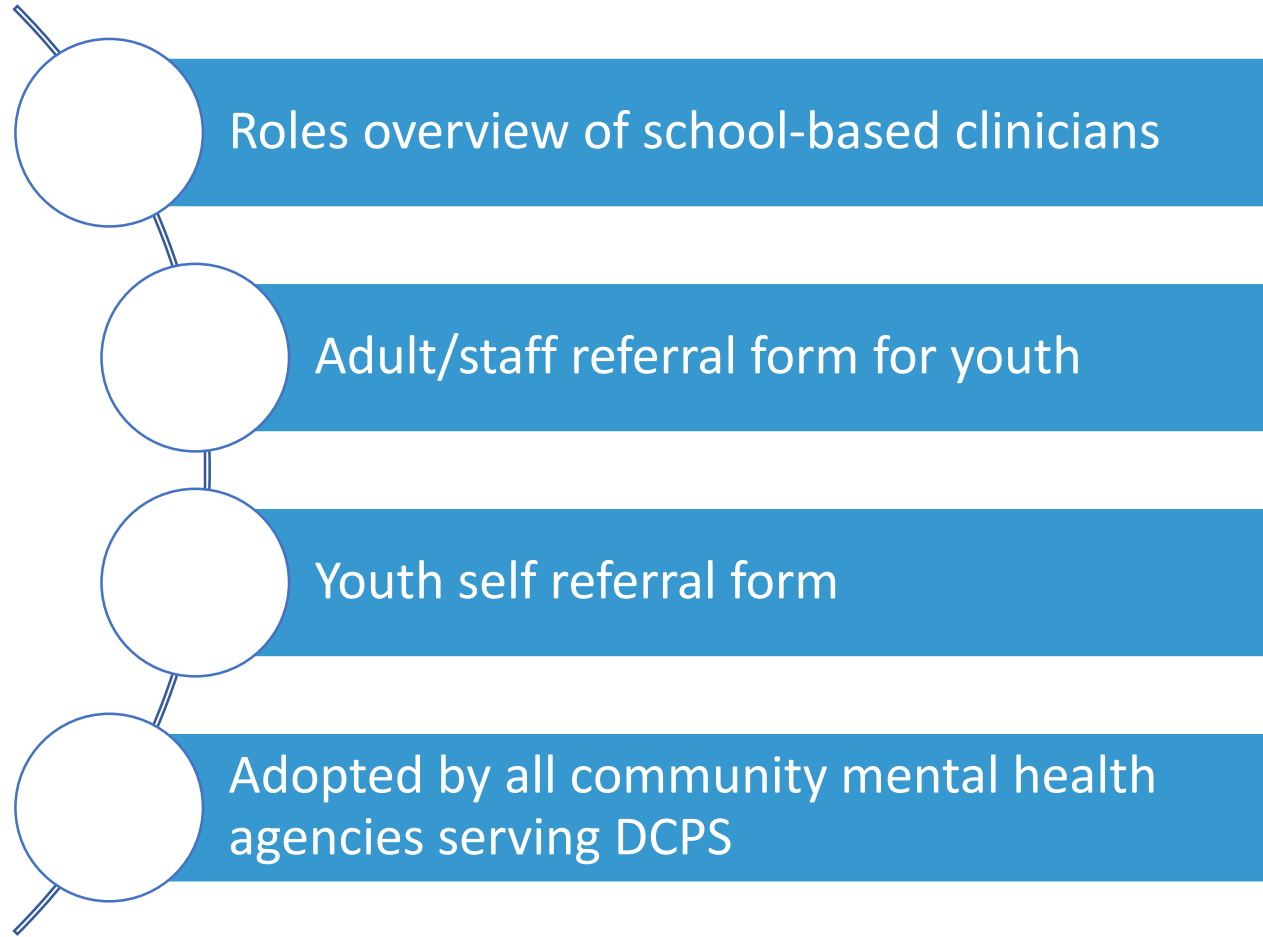
A little bit of light can push away
much darkness...

Structured Psychotherapy for Adolescents Responding
to Chronic Stress



Universal Referral

Accessing Mental Health Supports in Schools

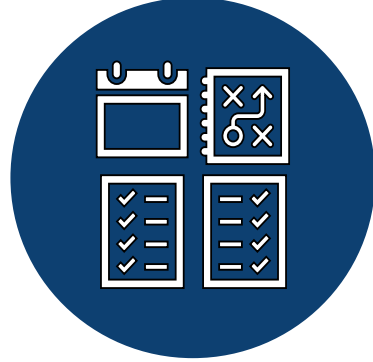


Signs of Distress

Defiance/Irritability



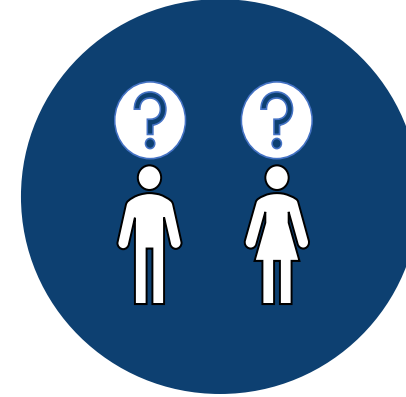
Over planning



Negativity



Inability to Focus



Hopelessness



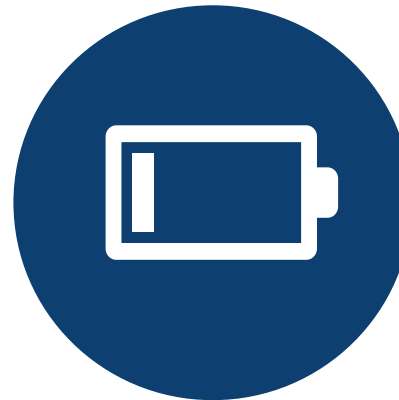
Eating Habit Changes



Sleep Pattern Changes



Decreased Interest in Activities



Persistent Sadness



Self Destructive Thoughts/Behavior



School Resources

DCPS School Mental Health Resources



Referral Forms:

bit.ly/dcpsstudentref20 (Self Referral)

bit.ly/dcpsadultref20 (Referral)



School Mental Health Team Webpage

<https://dcps.dc.gov/service/school-mental-health-team>



Instagram:

[@dcps_schoolmentalhealthteam](https://www.instagram.com/dcps_schoolmentalhealthteam)



City Resources

Department of Behavioral Health



Individualized Consultation and Support for Families

One-to-one support provided by a mental health clinician (including bilingual) to address:

- Trauma, grief and loss
- Behavior management issues
- Anxiety
- Self-care
- Assessment of need for on-going behavioral health support



District of Columbia Department of Behavioral Health

Wellness Wednesdays



- Weekly online parental support group provided by DBH licensed social workers, psychologists and counselors.
- WebEx link to join on DBH website: dbh.dc.gov will be available 9/1/20

**Every Wednesday
beginning Sept. 2nd
5:30-6:30 p.m.**



District of Columbia Department of Behavioral Health



2020 DCPS Pre-Service Week



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

City Resources

Department of Behavioral Health

MENTAL HEALTH HOTLINE

Anxious about coronavirus (COVID-19)?

WE'RE HERE TO HELP.

Clinicians are available 24/7.

Call the District's Mental Health Hotline at **1-888-793-4357** if you are experiencing stress and anxiety related to coronavirus (COVID-19).



CORONAVIRUS.DC.GOV



Counseling,
problem-
solving, linkage
to school-based
clinicians, other
services



District of Columbia Department of Behavioral Health



2020 DCPS Pre-Service Week



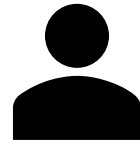
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



Let's Talk Some More...



Deitra Bryant-Mallory, PhD
Senior Deputy Chief Student Supports Division
deitra.byrant-mallory@k12.dc.gov



Kenya Coleman, PsyD, LICSW
Senior Director, School Mental Health
kenya.coleman@k12.dc.gov



Douglas Gotel, LICSW, RPT-S
Director, Trauma Responsive Schools Initiatives -
School Mental Health\ Project AWARE
Douglas.Gotel@k12.dc.gov



Nigel Jackson, LICSW
Director, School Mental Health
nigel.jackson3@k12.dc.gov



Q&A



Thank you!



Upcoming Parent University Workshops

August

27

Helping Our Children Respond to Trauma as we Return to Learning

September

1

Learn How to Navigate the IEP (Individualized Education Program) Process This Year

3

English Learning Family Guide to Partnering with PK Teachers – in Spanish

10

Experience Restorative Practices with Your Family

15

What Will Attendance Look Like for School Year 20-21?

17

High School Grading, Graduation and Supports

Sign up at bit.ly/dcpsparentursvp!





DC Public Schools
Parent University

Find our previous workshops on



bit.ly/parentureopenstrong



Wrapping Up

- Visit dcpsreopenstrong.com to access additional resources!
- Visit bit.ly/dcpsmentalhealth2020 for more information
- Let us know how we did: Visit bit.ly/parentueval19 for a quick survey.
- For additional questions or ideas email ParentU@k12.dc.gov.