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# CENTERED



Center for  
Trauma-Responsive  
Practice Change

## New Services in Response to the “Post-” Effects of COVID-19



***When we're talking about a major generational trauma, we recognize that we have to implement supports, trauma-informed systems. Because we know now that we're going to see a generation with these impacts if we don't do anything. - Dr. Nadine Burke-Harris***

We know that throughout the COVID-19 pandemic many, if not most, children and their families experienced prolonged toxic stress. Students returning to school will be at-risk for adjustment disorders, complex grief, PTSD, and disrupted development. Schools need ways to foster resilience, post-traumatic growth, and meet academic needs. Community-based mental health and school mental health staff are overwhelmed. Caregiver anxiety is soaring. Schools need tiered interventions to both build students' resilience and prevent/mediate disrupted development.

In response, the Center for Trauma-Responsive Practice Change is offering the following new services.

### OVERVIEW:

- Our Response to COVID-19: New Services
- TIC Tip from Dr. Alison Roy
- Miss Kendra's Program
- Follow us on social media
- Summer Institute Training

### "I'M BORED!"

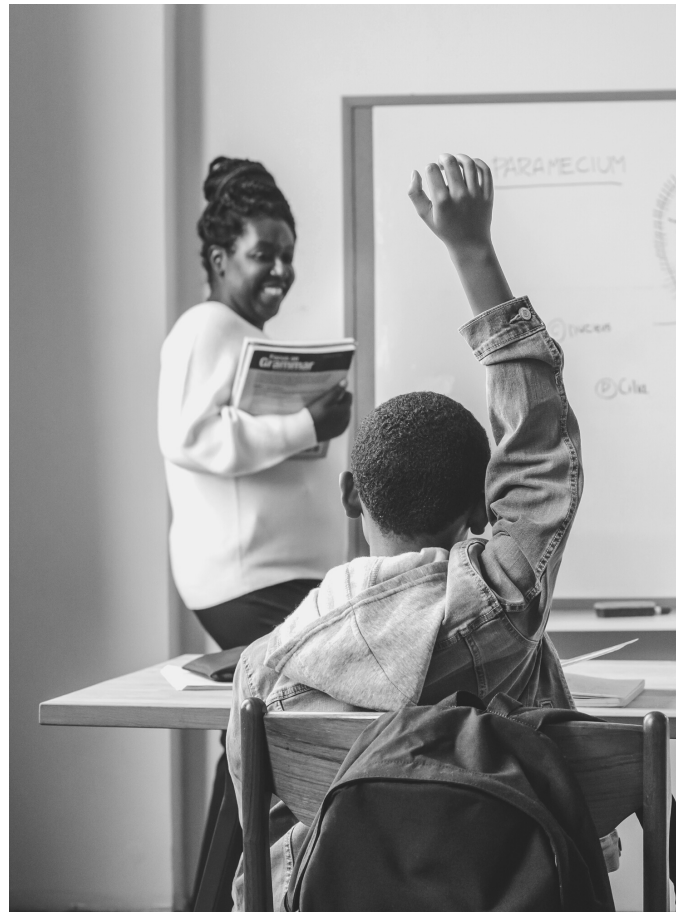
Both educators and mental health care providers are hearing a lot of kids and adolescents say one common phrase right now, “I’m bored.” When a child says “I’m bored” they could mean they are not being challenged or stimulated but research shows that more likely they’re trying to communicate distress; that they’re actually overwhelmed, fatigued, or feeling like their world is out of their control. I think we can all agree that this is something that all of us have felt more of in the past year! The solution? They need YOU. They need a caregiver to sit with them, reassure them, and spend some time just being with them. So use this as your excuse to put down the electronics and just be still with your child. Have a great summer everyone! For some more reading on this concept, click [here](#) or [here](#).

## Miss Kendra's Program helps children develop resilience (Tier 1)

Miss Kendra's Program is a school-based program offering brief lessons, opportunities for students to talk about their stress, and a caring adult responding to their concerns. Resilience is built by 1) reducing the impact of Adverse Childhood Experiences (ACEs) & increasing school connectedness, 2) increasing children's ability to avoid victimization, and 3) promoting social emotional competence. There are also opportunities for caregivers to be partners in this process. Children learn that when they speak about their concerns, they get help; then they have a much lower need to communicate via their behavior and have more capacity for learning.

Miss Kendra's Outcomes:

- 75% reduction in suspensions in four years
- 85% reduction in office referrals
- 95% of teachers recommend the program to other teachers
- 90% of teachers report that the program calms down their students
- Long-term, by supporting social, emotional, and cognitive development, it can improve attendance, grades, test scores, graduation rates and success in college and career.



The Center for Trauma-Responsive Practice Change clinician will partner with school staff to implement the program. IN addition to the classroom lessons and writing the letters from Miss Kendra, the CTRPC clinician can provide brief, individual sessions with students. There are also opportunities for engaging caregivers in this work.

## School-based Trauma-Responsive Student Supports or STRS supports for students (Tier 2)

We can expect that the children who are at risk for the greatest impact are those students who were already struggling significantly and those whose parental support systems were already compromised. School-based Trauma-Responsive Support Services (STRS) provide 'wrap-around,' time-limited, trauma-informed direct services to children (age 3 to grade 3), their caregivers, and the professionals with whom they interact. Services include:

- School- and home-based direct therapeutic supports to student
- Onsite supports to school staff to support student psychological safety and regulation
- Developing a trauma-responsive child- and caregiver- centered support plan
- Consultation to school staff working with student receiving STRS Supports

**Make A Donation**

Your support and contributions will provide trauma-responsive training and consultation to schools/agencies/systems who serve children & families who have experienced trauma/adversity.

## NMT evaluation, plus NMT-based STRS supports (Tier 3)

With more students needing Tier III supports for difficulties in social-emotional functioning, schools will want to both meet these students' developmental needs while simultaneously building staff capacity to support them. The Center for Trauma Responsive Practice Change's response at the Tier III level is to combine STRS Support services with a Neurosequential Model of Therapeutics\* (NMT) assessment.

NMT is a developmentally-informed, brain-based approach to working with early trauma. It works to examine and organize a child's medical, mental health, school, and relationship history to identify how early experiences impacted a child's brain development. Knowing what areas were impacted at what time in a child's development, allows teams to create a plan that addresses developmental needs by providing therapeutic activities and relationships that can jumpstart development in the impacted areas.

\*NMT is not a specific intervention. It is an approach to clinical work that is informed by neuroscience that identifies developmental needs, providing direction for ways to spur development in areas of need

**To view all of the Center for Trauma-Responsive Practice Change's Training Menus, visit our [website](#).**

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LEARNING

Stay tuned for upcoming information on becoming a sponsor, CPP and more Caregiver resources

## Rethinking "Wellness" and Self-Care: Building Trauma Responsive Schools in the Wake of Prolonged Stress and Grief

Join Dr. Cassie Yackley for her training with the Virtual SW Center Summer Institute at Keene State College.

The experiences of educators, students, and families over the past several years can be described as nothing less than traumatic - meaning "psychologically or emotionally stressful in a way that can lead to serious mental and emotional problems" (Merriam's Dictionary.) How can we be expected to care for traumatized others and care for self when our own resources are utterly depleted? We need to think deeply as educators (and parents and community members) about what the experiences of the past years have meant for the functioning of our schools and classrooms. To foster resilience and post-traumatic growth, we will need to learn from history, listen to the voices of youth and integrate the advances in social neuroscience into the re imagine our educational system. This presentation invites educators to envision together how to co-create schools as hubs of wellness and growth in which hope continues to flourish.

[Click here for the registration link.](#)