




# Communities of Connection

*For our Students & their Families*

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## Tasks for Today

- 01**  
Explore effective engagement strategies for school-based professionals
- 02**  
Deepen our ability to foster early intervention
- 03**  
Extend our ability to meaningfully connect with higher levels of care



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## What We Already Know...

Stressed brains aren't learning brains

Personal, local, state, and world events contribute to students' experience of stress and ability to cope

Communities of collaborative, caring adults around a student offer some of the greatest assets in supporting that student's ability to navigate their life stresses



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## Ambassador (am-bas-uh-der)

A diplomat of high rank, sent by one sovereign state to another to serve as its resident representative.

- What knowledge, skills, or abilities does an ambassador need?
- What connection can you make between this role and your role as agency-builder or advocate?



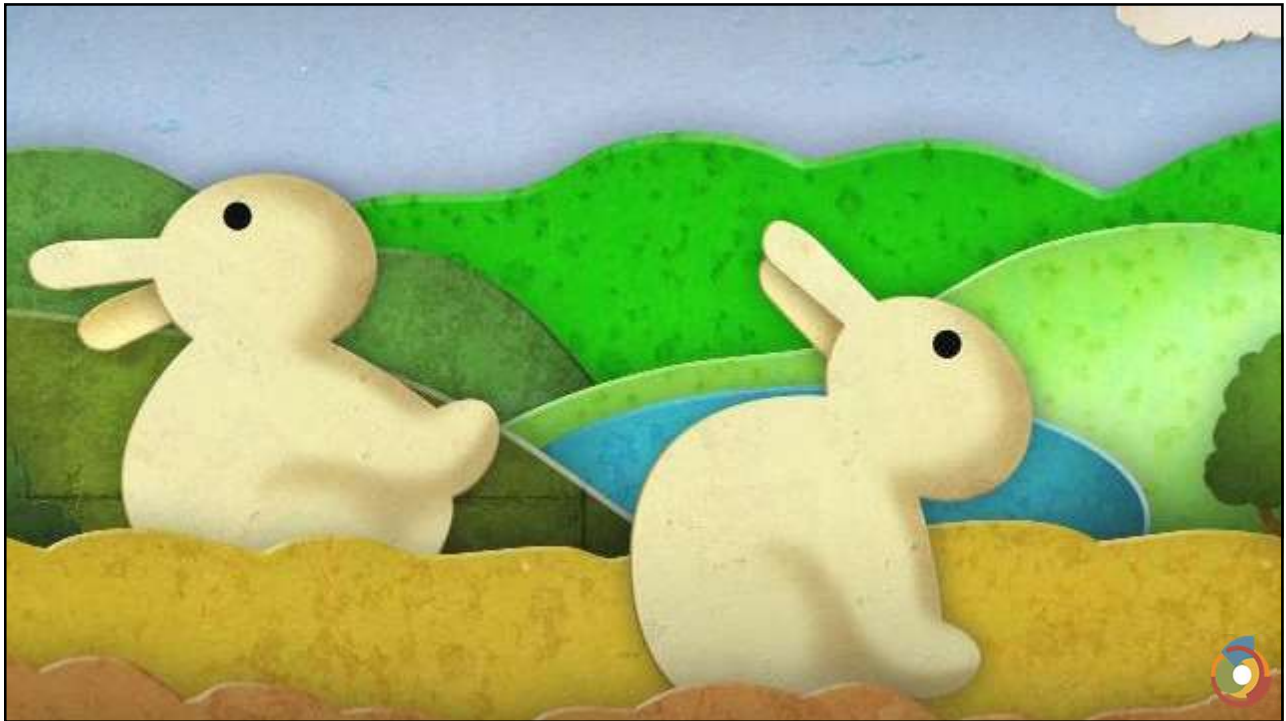
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# Engaging with School-Based Staff

Adding to our toolbox of strategies



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## Multi-Tiered System of Support

### Tier 1 – What is done for all students

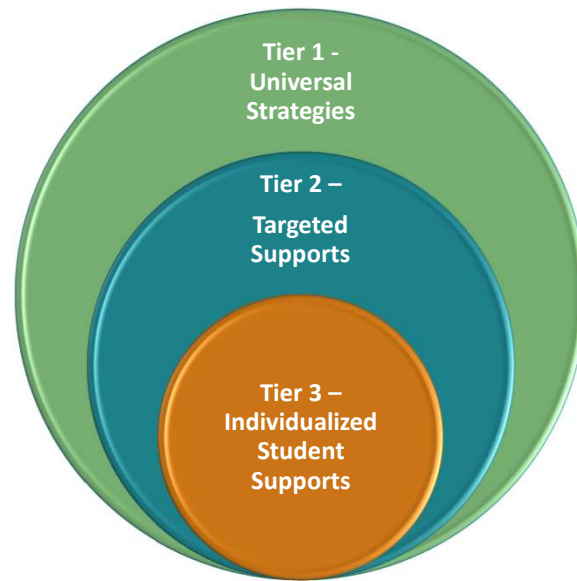
- Climate & Culture
- General Education curriculum
- Code of Conduct
- Individual teacher accommodations

### Tier 2 – Small group interventions

- English Language Learner programs
- Academic Intervention Services (AIS)
- Counseling groups

### Tier 3 – Individualized student supports

- Special Education | IEP
- 504 Plans
- Speech/Language\*
- OT/PT\*
- Specialized nursing support



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## Mutual Learning +

### The offer:

Elevator Speech

20-30 Minute: Who, What, Why & How

Build Empathy – student | family voice and/or unique strengths | challenges

Question & Answer

Repeat annually

### The ask:

Overview of MTSS

Internal Resource Identification

Contact | Communication Pathway

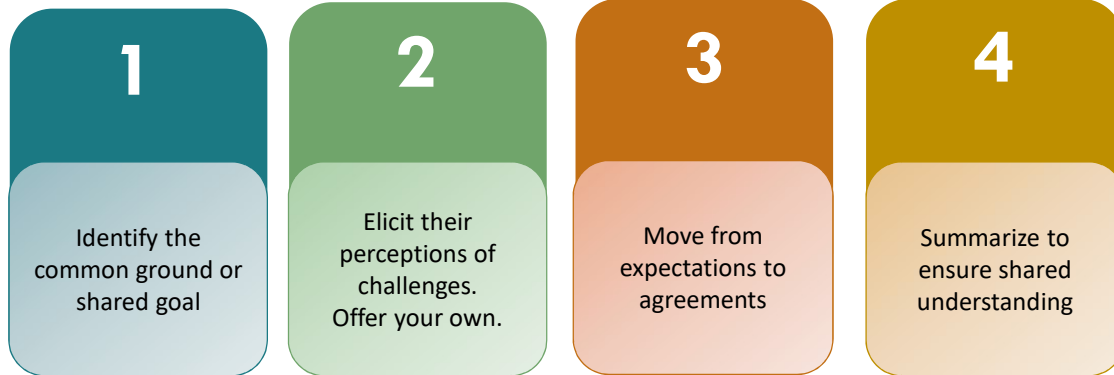
Question & Answer

Repeat annually



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## Tips for Success



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## Discussion

What is your elevator speech?

Identify 1-3 short sentences that:

- Describes what you do
- For whom and why
- Provides insight to what you “don’t do” while promoting “how you can best help”



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# Early Intervention

Assess, Refer, Monitor, Support



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## The 4 R's of Trauma-Responsiveness



SAMHSA, 2014




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## Signs of Stress

- Difficulty forming or maintaining relationships
- School refusal/avoidance
- Emotional outbursts
- Loss of appetite/overeating
- Difficulty with sleep
- Distraction, procrastination, disorganization
- Rigidity

<b>Fight response</b> Anger outbursts Explosive behavior Controlling behaviors Impulsive decision making Pursues power and control Demands perfection from others	<b>Flight response</b> Perfectionism Panic and anxiety Inability to sit still Obsessive and/or compulsive tendencies Workaholic tendencies Constant feelings of fear
<b>Freeze response</b> Isolation Dissociation Frequent zoning out Difficulty taking actions Difficulty making decisions Fear of achieving or trying new things	<b>Fawn response</b> Lack of identity People-pleasing Little or no boundaries Codependent relationships Feeling taken advantage of Prioritizing people's needs over your own

Mindful.Brain 


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## A Roadmap for Improved Coping

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    graph TD
        A[Pre-Crisis – Regulated environment] --> B[Early Intervention – I see you starting to struggle]
        B --> C[Crisis – Escalation/Dysregulation]
    
```

Pre-Crisis – Regulated environment		
Sensory Tools - Breath	Teach, Practice, Role Model Coping	Decrease Non-essential Stress
Early Intervention – I see you starting to struggle		
Private Regulation Target/Temperature	Reflect and Offer Help	Shift the Energy
Crisis – Escalation/Dysregulation		
Manage the Physiology of the Stress Response	Models like - TCI, PREPARE	Communicate with the Right Brain



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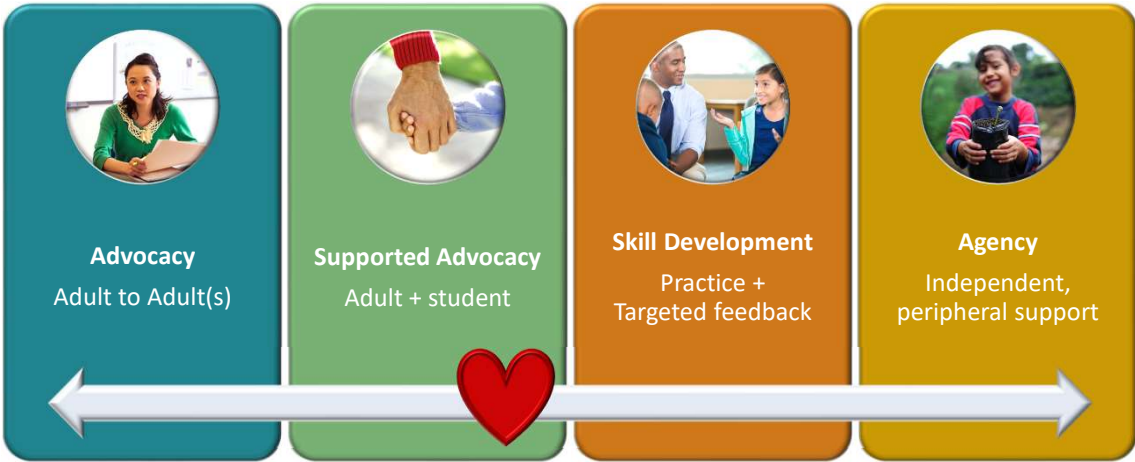
## Signs of Stress: What can help...





- Careful listening
- Collaborative problem-solving
- Activities that support any of the 7 C's (+1) of Resilience
- Referrals to Community-Based Organizations (Boys and Girls Clubs, recreation, sports, volunteerism, etc)
- NY Project Hope: <https://nyprojecthope.org/>
- Advocacy – Agency/Autonomy Continuum





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## Advocacy to Agency Continuum



 <p><b>Advocacy</b> Adult to Adult(s)</p>	 <p><b>Supported Advocacy</b> Adult + student</p>	 <p><b>Skill Development</b> Practice + Targeted feedback</p>	 <p><b>Agency</b> Independent, peripheral support</p>
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# Connecting with Higher Levels of Care

Ideas for When, What, and How



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## Mental Health & Dx

### **Anxiety:**

- Disproportion
- Distress
- Disruption
- Duration

### **Depression:**

- Numbness, sadness, anger
- Somatic issues
- Helplessness or hopelessness



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## Signs of Distress

**Requires Immediate Referral:**

- Suicidal | Homicidal thoughts with plan and intent
- Psychosis or physical health emergency

**All other symptoms – compared against self as a baseline:**

- Intensity
- Time since event | Temporal Proximity
- Persists without improvement
- Lack of response to intervention or support



Critical Incident Stress Management



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## What can Help:

- Understanding HIPAA | FERPA
- Slowing down | Compassionate Curiosity
- Normalizing
- Common language | rating scales
- Working as a team

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## Referrals

Mobile Crisis vs Crisis Hotlines vs 988 (Summer 2022) vs 911

[Project TEACH](#)

[Child & Youth Single Point of Access \(C-SPOA\)](#)

Local Resources:

- Language
- Cultural Responsiveness
- Sliding scale | Insurance



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## Part of the Pie

When a student is experiencing stress or distress the stakes can be high. Recognizing that we are in important **slice of support** and **not the whole pie** orients us to be successful advocates and agency-builders NOT saviors or superheroes.

The good news – you are **NEVER alone!** *Can always consult with your Program Director and team.*



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Amy Scheel-Jones, MS Ed  
 Director, Trauma Responsive Care & TIG  
 ascheel-jones@ccsi.org

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## Resources

- [Compassion Resilience Toolkit for Educators](#)
- C-SPOA by County: [http://clmhd.org/contact local mental hygiene departments/](http://clmhd.org/contact_local_mental_hygiene_departments/)
- NY Project Teach Parent & Family Resource Page: <https://projectteachny.org/parent-and-family-page/>
- [The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success](#)
- [Professional Quality of Life Scale \(ProQOL\)](#)
- [Challenging Your Thoughts and Beliefs](#)
- [Center for Parent and Teen Communication](#)
- [Hope and Healing in Urban Education](#) by Dr. Shawn Ginwright
- [Building Resilience in Children and Teens, 4<sup>th</sup> Edition](#) by Dr. Kenneth Ginsburg
- [Reaching Teens, 2<sup>nd</sup> Edition](#) by Dr. Kenneth Ginsburg and Dr. Zachary McClain
- [Onward: Cultivating Emotional Resilience in Educators](#) by Elena Aguilar
- [Fostering Resilient Learners](#) by Kristin Souers and Pete Holl



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