

SCHOOL-BASED TF-CBT

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ICEBREAKER

- Just kidding
- Simple introduction
 - First name
 - Setting
 - If you work in a school, are you employed directly by the district or are you contracted for work there?



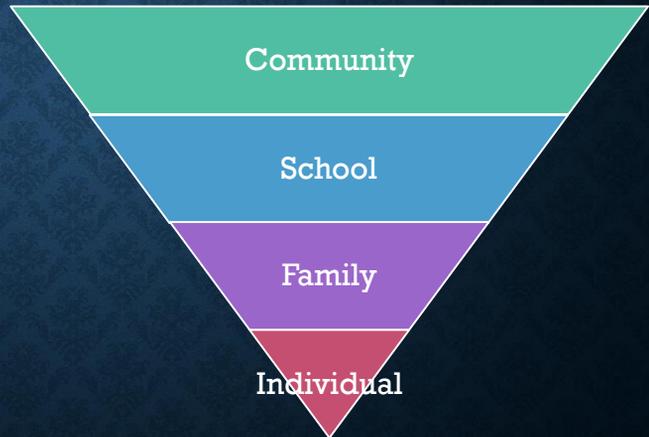
LEARNING OBJECTIVES

- Participants will be able to:
 - Synthesize the characteristics of a school setting needed for TF-CBT to be implemented effectively
 - Identify potential barriers (and alternatively, benefits) to providing TF-CBT in the schools
 - Adapt the components of TF-CBT for enhanced application in a school setting

AGENDA

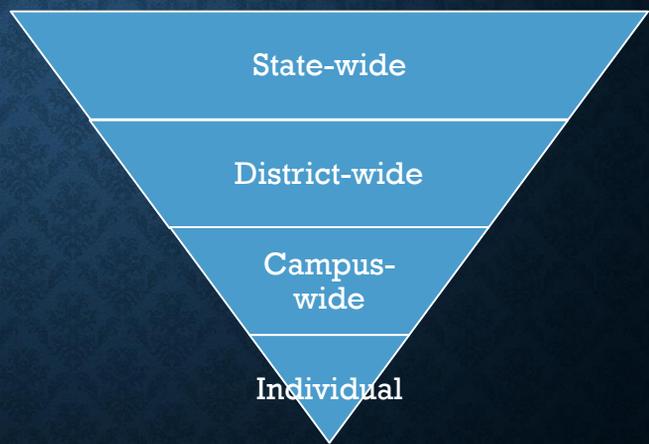
BEFORE BEGINNING TF-CBT

- What factors at each of these levels might affect engagement in TF-CBT when you implement it outside of the school setting?
- We still have to consider these factors when implementing TF-CBT in the schools...with a few additional considerations



ADDITIONAL CONSIDERATIONS

- What factors at the campus-wide level affect engagement in TF-CBT when implementing it in the schools?



“You show me a 50-foot wall and I’ll show you a 51-foot ladder.”

Janet Napolitano

BENEFITS OF DOING TF-CBT IN THE SCHOOL

“Schools offer a naturalistic environment to closely monitor children’s functioning and treatment response and facilitate easy and frequent observation by school staff (counselors, teachers) in a variety of situations.” Fitzgerald & Cohen, 2012

- Richer behavioral observations
- Opportunity for in-vivo practice of skills
- Opportunity for collaboration with teachers
- Easy access to children’s academic information, including classroom behavior and interactions with peers and teachers



BARRIERS TO DOING TF-CBT IN SCHOOLS

- Regular access to caregivers
- Space concerns
- Disruption of services and scheduling problems
- Gaps in treatment due to holidays, testing or other school events
- Perceptual barriers
 - Fear of sending child back to class after session
 - Lack of efficacy without caregiver involvement

SALES PITCH!

- What are some of the ways you have sold TF-CBT to caregivers when providing it in the schools?
 - What about to your school's gatekeepers?

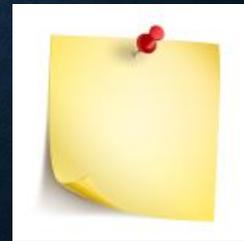


IMPLEMENTING TF-CBT

- Psychoeducation
- Parenting skills
- Relaxation
- Affect modulation
- Cognitive coping
- Trauma narration and processing
- *In vivo* mastery of trauma reminders
- Conjoint child-parent sessions
- Enhancing future safety and development

PPRACTICE ACTIVITY

- Please go around the room and post your ideas/thoughts/concerns on implementing each component of TF-CBT in the school setting



PSYCHOEDUCATION

- Traditional TF-CBT
- Begin Exposure
- Normalize child's experiences
- Instill hope for treatment and future
- Reduce blame and shame
- Reduce isolation
- Increase openness in family
- TF-CBT in the schools
- Helping teachers understand the child's behavior within the context of trauma
- Educating teachers on how to talk about trauma with child

PSYCHOEDUCATION

- TF-CBT in the schools
- Helping teachers understand the child's behavior within the context of trauma
 - Impact on learning and academic performance
 - Self-regulating attention
 - Decreased emotional and executive control
 - Struggle in receptive and expressive language
 - Perspective taking
 - Cause and effect relationships
 - Engaging in curriculum
 - Traumatized children are:
 - 2.5X more likely to fail a grade in school
 - Score lower on standardized achievement test scores
 - Receive suspensions and expulsions more frequently
 - More frequently placed in special education

(Sanger et al., 2000; Shonk & Cicchetti, 2001; Grevstad, 2007)

PSYCHOEDUCATION

- TF-CBT in the schools
- Helping teachers understand the child's behavior within the context of trauma
 - Impact on classroom behavior
 - Disruptive behavior (Fight/Flight/Freeze response)
 - Withdrawal (Cognitive distortions and fear)
 - Difficulty forming relationships with others, including peers and teachers
 - Perfectionism

(Sanger et al., 2000; Shonk & Cicchetti, 2001; Grevstad, 2007)

CASE EXAMPLE

Charlie is a 6 y/o African American male who's in kindergarten. Charlie loves to be silly and make his friends laugh. He has high energy, a big vocabulary, and typically has very good manners. He loves to play tag, and will share his snack with his friends some days. Charlie currently lives with his grandmother after being removed from his home by DHS for witnessing domestic violence. Charlie is restless in the activities right before nap time, and he becomes hyperactive and defiant while his peers are trying to sleep. Charlie even becomes physically aggressive towards the teachers when approached and reprimanded during this time. Charlie's teacher is sick of his defiance and removes the privilege of recess on days he acts out (which is most days).

As Charlie's trauma therapist, you know that most of Charlie's parents' fighting happened while he was asleep, and he prefers to sleep with the lights on. Charlie also takes melatonin before bed to help calm him down at his grandmothers house because she notices his energy levels skyrocket prior to bedtime. She originally believed Charlie was avoiding bedtime to stay up and play video games and is simply defiant. Recently, grandmother and provider identified Charlie's avoidance of bedtime as avoidance of trauma triggers and when asked, Charlie reported that he experiences frequent nightmares when asleep.

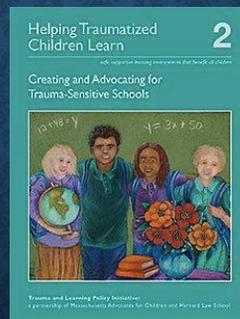
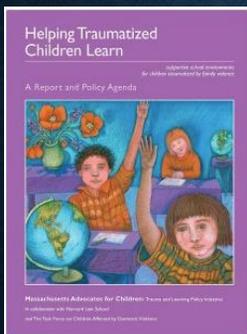
PSYCHOEDUCATION

- TF-CBT in the schools
- Educating teachers on how to talk about trauma with child

“Although the teacher is not the school counselor, often he or she is the first person to listen to student problems, respond, and suggest ways of intervention and resolution.” Eirini Gouleta, *Improving Teaching and Learning: A Counseling Curriculum Model for Teachers*

(Sanger et al., 2000; Shonk & Cicchetti, 2001; Grevstad, 2007)

PSYCHOEDUCATION



<https://traumasensitiveschools.org>

TRAUMA INFORMED SCHOOLS

- Massachusetts Advocates of Children <http://www.massadvocates.org/order-book.php>
- Washington State The Heart of Learning and Teaching <http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>
- Creating Sanctuary in Schools by Sandra Bloom http://www.sanctuaryweb.com/PDFs_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf
- Child Trauma Toolkit for Educators http://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf
- Calmer Classrooms: A Guide to Working with Traumatized Children http://www.cryp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf
- Making SPACE for Learning: Trauma-Informed Practice in Schools <http://www.childhood.org.au/~media/Files/Fundraising%20files/Fundraising%20resource%20files/Making%20space%20for%20learning%20ACF.aspx>

(Wisconsin Department of Public Instruction)

TEACHING PARENTING ^ SKILLS

- Traditional TF-CBT
 - Empower parents as child's strongest source of healing
 - Enhance caregiver commitment to treatment
 - Bolster parenting skills to stabilize family
 - Help parents regain a sense of control
- TF-CBT in the schools
 - Enhance teacher/school personnel investment in treatment
 - Bolster teachers' behavior management skills to stabilize in-school behavior
 - Increase teachers' confidence in ability to respond to and cater to behavior concerns

TEACHING PARENTING^ SKILLS

• Traditional TF-CBT

- Functional analyses
- Praise
- Selective attention
- Time-out
- Contingency reinforcement programs

• TF-CBT in the schools

- Clarify treatment expectations with caregiver, given the school setting
- School-to-home and home-to-school behavior report card
- Teacher consultation
 - Identify top priority behaviors!
- In-class coaching of teachers

Name: _____ Date: _____

	 I stayed on task with 2 reminders		 When I got frustrated, I took a deep breath and told the teacher		 I did not start an argument or ask about my birth/bio family		 When someone else started an argument or said something mean, I stayed on my path	
	YES	NO	YES	NO	YES	NO	YES	NO
M:								
T:								
M:								
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REWARD: If I get _____ "yes's" from my Teacher, I will get _____ at _____.

Sally Smith

Date: _____

			YES	NO
1 st Period	1.	I spoke to the teacher or other students with permission		
	2.	I stayed in my seat; if I left my seat, I had permission		
	3.	I kept my hands, feet, and objects to myself		
	4.	I completed the work assigned for the day		

			YES	NO
2 nd Period	1.	I spoke to the teacher or other students with permission		
	2.	I stayed in my seat; if I left my seat, I had permission		
	3.	I kept my hands, feet, and objects to myself		
	4.	I completed the work assigned for the day		

			YES	NO
3 rd Period	1.	I spoke to the teacher or other students with permission		
	2.	I stayed in my seat; if I left my seat, I had permission		
	3.	I kept my hands, feet, and objects to myself		
	4.	I completed the work assigned for the day		

GOAL: 11/12 (3/3 on #4)

REWARD: Time in library at lunch during outside time

Weekend Behavior

Date: _____

	I kept my hands and feet to myself 	I used an inside voice 	I told mom and dad if there was a problem 	Reward?
9:00am				
10:00am				
11:00am				
12:00pm				

IDENTIFY TOP PRIORITY BEHAVIORS

- Describe the behavior of concern
 - How often does it occur?
 - How long does it last?
 - How intense is it?
 - Where, when, and with whom is the behavior most likely to occur?
 - What conditions set off the behavior?
 - How can you tell it is about to start?
 - What usually happens after the behavior?
 - Why do you think the student behaves this way?

Virginia Department of Education

RELAXATION, AFFECT MODULATION, AND COGNITIVE COPING

- **Traditional TF-CBT**
 - Teach about the body's responses to stress
 - Teach skills to reduce physiological arousal and alarms for danger
 - Identify feelings in self and others
 - Label, accept, and appropriately express these feelings
 - Connection between thoughts, feelings, and behavior
 - Help children and parents develop the cognitive flexibility to view events in more accurate and helpful ways
- **TF-CBT in the schools**
 - Linking psychoeducation about trauma with this phase of intervention with teachers
 - Partnering with teachers to enhance application of skills in school-setting

RELAXATION, AFFECT MODULATION, AND COGNITIVE COPING

- Traditional TF-CBT
 - Diaphragmatic breathing
 - Guided imagery
 - Progressive muscle relaxation
 - Feelings identification
 - Thought interruption and positive imagery
 - Positive self-talk
 - Problem –solving
 - Social skills
 - Cognitive triangle
 - Accurate/inaccurate and helpful/unhelpful thoughts
- TF-CBT in the schools
 - Functional behavior assessment
 - Coping plan for handling heavy feelings in class
 - In-class coaching of teachers
 - In-school examples of triggers with teacher input
 - In-class practice of skills

Name: _____ Date: _____ Time of day (Circle one): Morning After school Before bed

	 happy	 calm	 mad	 sad	 worried
Mon	   	   	   	   	   
Tues	   	   	   	   	   

Catch the Positive!

Date	Day	A positive thing <i>that</i> happened was...	A positive thing <i>I did</i> was...	A positive thing <i>I thought</i> was...	Safety check (Circle one)
	Monday				Good-to-go I need a 5-minute break I need to talk with the counselor
	Tuesday				Good-to-go I need a 5-minute break I need to talk with the counselor

Date: _____

Morn: _____ Aft: _____ Eve: _____

Hassle Sheet

Where were you?

What happened?

What were you thinking?

What did you do? (What did you do to control your anger? OR What happened as a result of not controlling your anger?)

How did you handle yourself?

1	2	3	4	5
Poorly	Not so well	Okay	Good	Great

How angry were you?

1	2	3	4	5
The most angry I've ever felt				<u>The</u> least angry I've ever felt

TRAUMA NARRATION AND PROCESSING

Traditional TF-CBT

- Gain mastery over trauma reminders
- Resolve avoidance symptoms
- Correction of distorted cognitions
- Model adaptive coping
- Identify and prepare for trauma/loss reminders
- Contextualize traumatic experiences into life

TF-CBT in the schools

- Foreshadowing potential increase of symptoms with school
- Be mindful of when in the child's day the TN session is taking place (e.g., before recess or before their hardest class)
- Ensuring time for relaxation and grounding

IN VIVO MASTERY OF TRAUMA REMINDERS

Traditional TF-CBT



CONJOINT CHILD-PARENT SESSIONS

- Traditional TF-CBT
 - Facilitation of open communication
 - Continuation of gradual exposure
 - Correct cognitive distortions
 - Prepare for challenging and trauma reminders
- TF-CBT in the schools
 - Finding opportunity to include caregiver
 - Working with teacher to prepare for future challenges

ENHANCING FUTURE SAFETY AND DEVELOPMENT

- Traditional TF-CBT
 - Safety skills training
- TF-CBT in the schools
 - School safety scavenger hunt
 - No-Go-Tell in action
 - Creating an in-school safety plan and telling adults at school about it
 - Planning for future reminders/triggers in the school setting

SELF CARE

- Don't go at it alone!
 - Availability of supervisors
 - Support from the school