

Training and Technical Assistance Offerings

**NATIONAL
NATIVE
CHILDREN'S
TRAUMA
CENTER**



UNIVERSITY OF MONTANA

Online Learning Event Reminders and Event Technical Support

Thank you for joining us today!

- All attendees will be muted during this presentation
- Use the chat box on your panel to submit questions and participate in group discussion throughout the session
- Click the “Raise hand” button on your panel if you would like to ask a question over voice
- Please participate in the evaluation following today’s session



Opening





Tribal Youth Resource Center

As a training and technical assistance provider for the Office of Juvenile Justice and Delinquency Prevention, the Tribal Youth Resource Center brings an in-depth understanding and appreciation of American Indian and Alaska Native history, customs, and Indigenous justice systems.

Native youth benefit from a value held by Native peoples:

Our Children are Sacred.



Today's Presenters



Marilyn Bruguier
Zimmerman,
Senior Director of
Policy & Program



Veronica Willetto
DeCrane,
School TTA
Specialist



Debra Klemann,
Clinical Consultant



Ashley Trautman,
Juvenile Justice TTA
Specialist

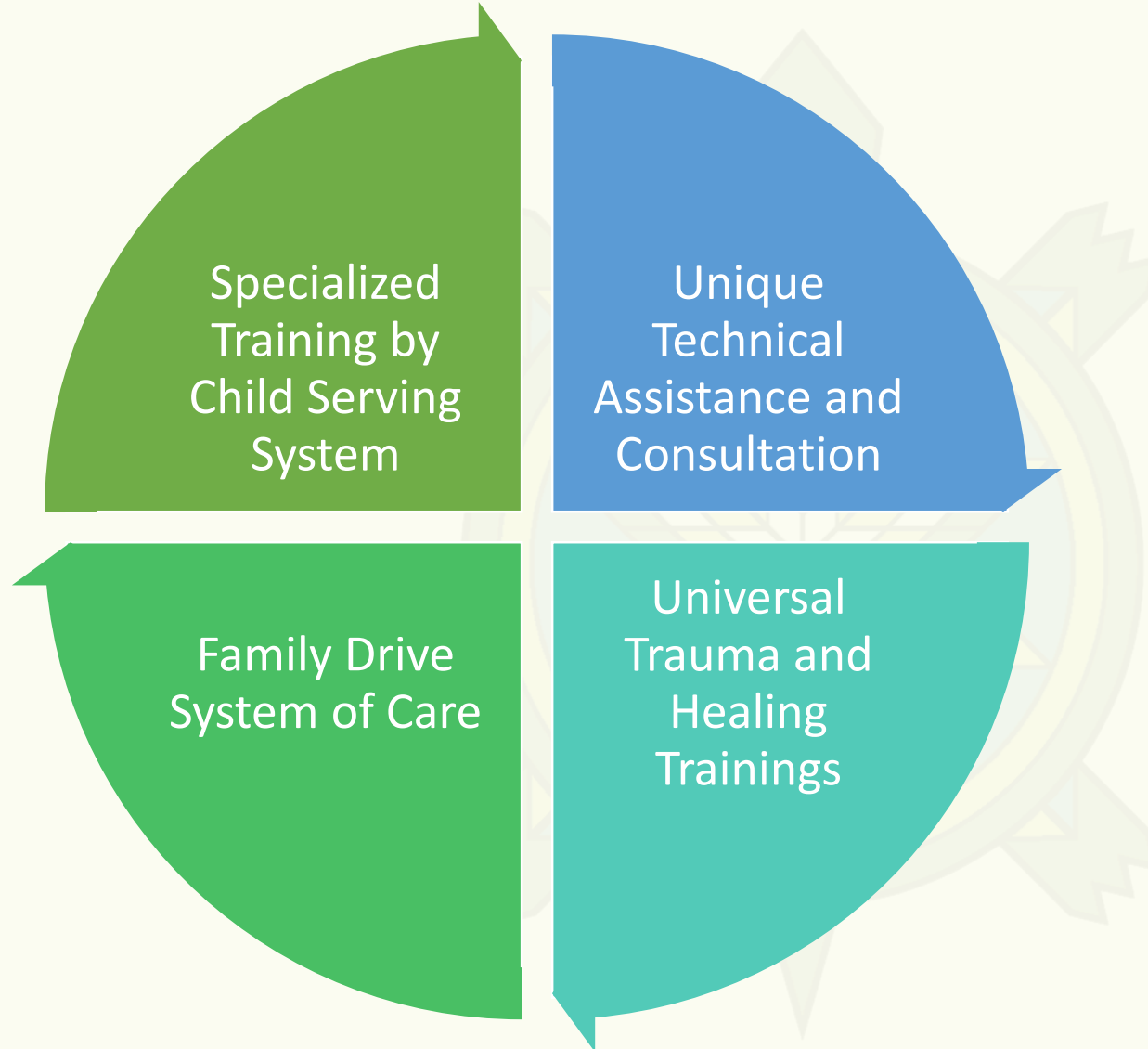


Who We Are

- Established in Fall 2007 to serve as a Treatment and Services Adaptation Center (Cat II) within the National Child Traumatic Stress Network (NCTSN).
- Mission: In respectful partnerships with tribes, NNCTC will implement, adapt, evaluate and disseminate trauma interventions to decrease the social, emotional, spiritual and educational impact traumatic experiences have on American Indian and Alaska Native children.



Our Offerings



Consultation includes but is not limited to:

1. Assessing for system readiness prior to implementing trauma-informed practices or trauma treatments.
2. Conducting trauma-informed organizational assessments and providing a thorough report on findings and recommendations.
3. Building staff capacity through professional development.
4. Reviewing policies and procedures of the organization and making recommendations to reflect trauma-informed practices.



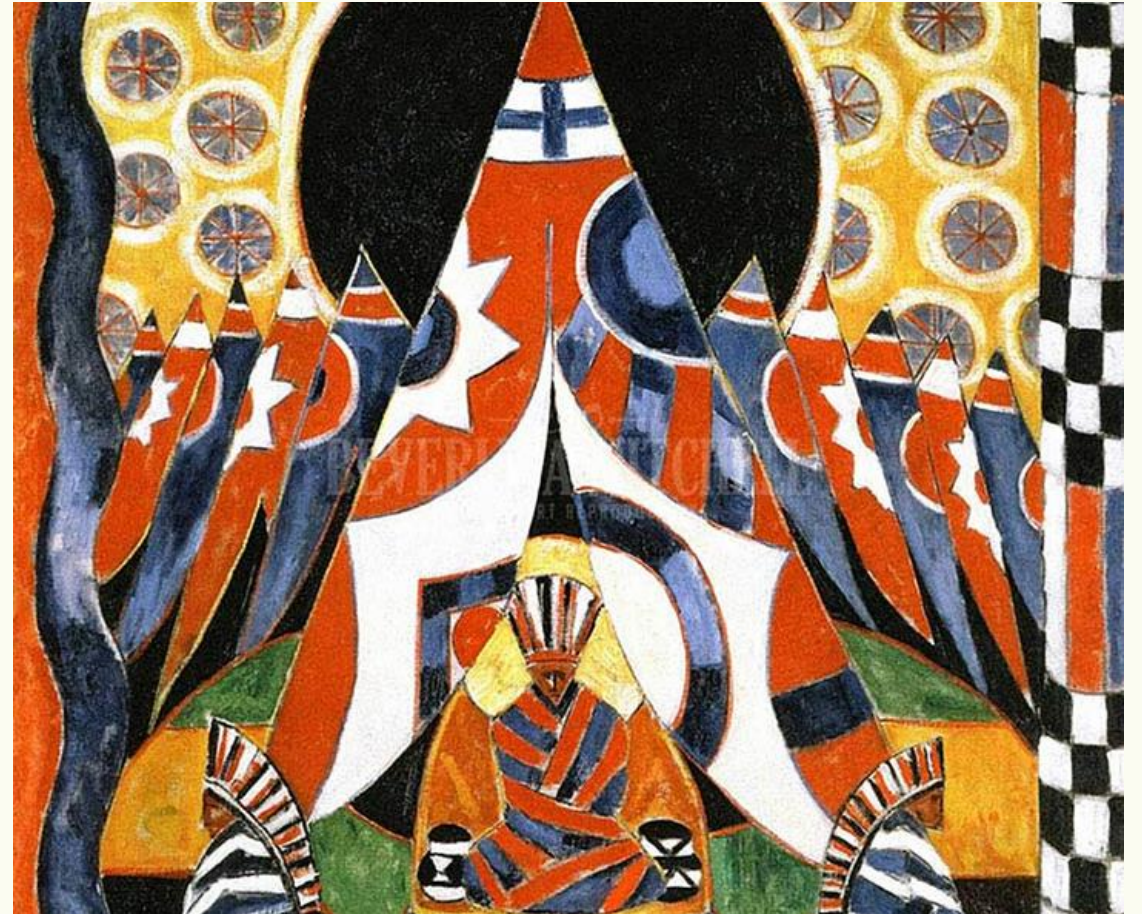
Consultation includes but is not limited to:

5. Evaluating the implementation process and/or the outcomes of treatment and practice implementation.
6. Working with local cultural experts to identify and determine fit and appropriateness of trauma-informed practices and treatments.
7. Selecting and adapting trauma and resiliency screening tools and assisting with implementation.
8. Choosing evidence-based trauma treatments and assisting with implementation.
9. Guidance and facilitation for on-site leadership teams.



Universal/Foundational Trainings

- Childhood Exposure to Trauma
- Historical Trauma
- Secondary Traumatic Stress
- Walking the 4 Directions



Juvenile Justice Trainings

- **Trauma-Informed Court Self Assessment:** Evaluation tool supporting tribal courts in a systematic assessment of trauma-informed policies and practices. Provides an outline for a strategic planning process organized around identified goals and needs of the court. Time requirement: Half day for assessment followed by presentation of findings and recommendations.
- **Think Trauma:** In-depth training working with at risk youth or youth involved in justice system. Provides a review of trauma, trauma's impact to development, coping strategies, vicarious trauma and self-care. Time requirement: 8 hours



Juvenile Justice Trainings

- **Trauma-Informed Courts and Mock Trial:** Designed for social service workers. Overview of court process from development of court reports to testifying. A mock court proceeding is conducted to give participants a sense of what this could look like in practice. Time requirement: At least 2 hours but can vary.
- **Resource Parent Curriculum:** Provides insights into the impacts of trauma on child development, identifies underlying needs behind behaviors and offers key skills for caregivers to respond to children who are hurting. Designed for a broad array of caregivers (foster parents, family members, shelter group home staff): Time requirement: Half or full day.

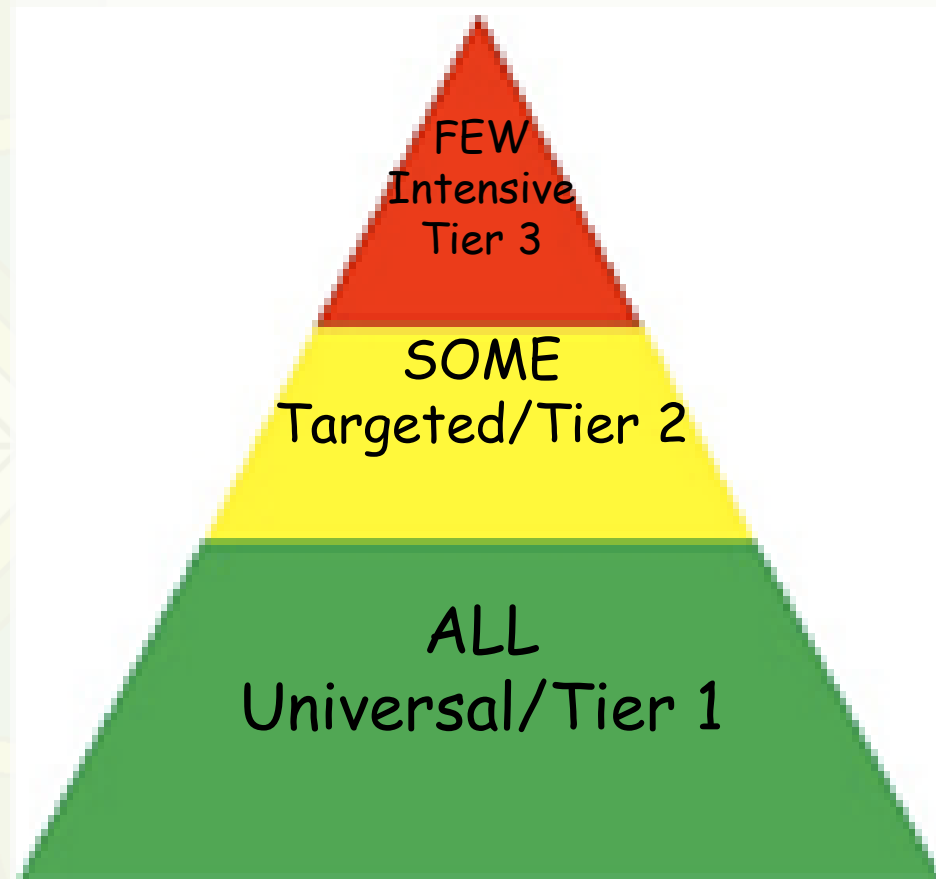


Trauma-Informed Schools

The Four “R’s”

- Realize
- Recognize
- Respond
- Resist re-traumatization

SAMHSA



Multi-Tiered Approach (MTSS, PBIS, RtI)



CBITS: Cognitive Behavioral Intervention for Trauma in Schools

- Intervention
 - Designed for Middle School students and older
 - 10 group sessions, 3 individual sessions, parent and teacher education sessions
 - Adapted by the NNCTC: CBITS for American Indian Youth
 - Can also be used in other systems serving youth
- Training and Technical Assistance
 - Audience: mental health professionals and school counselors; teachers or other staff members can co-facilitate
 - Length of the training: 6 hours
 - Consultation in implementation offered



Bounce Back

- Intervention
 - Adaptation of CBITS
 - Designed for Elementary Students
 - 10 group sessions, 3 individual sessions, parent and teacher education sessions
 - Can be used in other systems serving youth
- Training
 - Audience: mental health professionals and school counselors, educators and others who can facilitate a group as co-facilitators
 - Length of training: 6 hours
 - Consultation in implementation offered



Components of Targeted CBT Intervention for Trauma

- Progressive Relaxation
- Psychoeducation
- Cognitive Coping
- Self-Regulation
- In-vivo exposure
- Building supports
- Parent/child interaction
- Social Problem-Solving



SEL: Social Emotional Learning

- Social Emotional Learning is:
 - “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (CASEL, 2019)
- Targets ALL students (Tier 1)
- Can also be applied at the Tier 2 and 3 levels



Bounce Back for Classrooms

- Intervention
 - Adapted from Bounce Back and CBITS
 - Designed for 2nd-5th grade
 - Twelve 45-50 minute lesson plans
 - Each lesson plan builds upon the previous
 - Lesson plans focus on 1-3 skills
- Training
 - Audience: school counselors, educators, professionals serving youth
 - Length of training: 6 hours
 - Consultation in Implementation offered




STAR: Students Trauma and Resiliency

- Intervention
 - Designed for Middle School students and older
 - 4 lessons, 1 per week
 - Each lesson builds upon the previous
- Training
 - Audience: school counselors, educators, professional serving youth
 - Length of training: 4 hours
 - Consultation in implementation offered

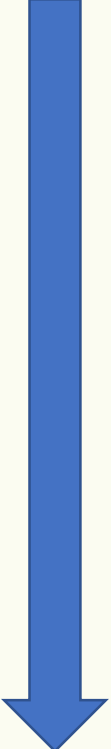


Goals of STAR and Bounce Back for Classrooms

Increase Coping Strategies

- 
- Understanding of stress, trauma, and loss
 - Self-care
 - Relaxation
 - Utilizing support systems
 - Problem-Solving
 - Helpful thoughts
 - Feelings Identification

Decrease Effects of Trauma Exposure

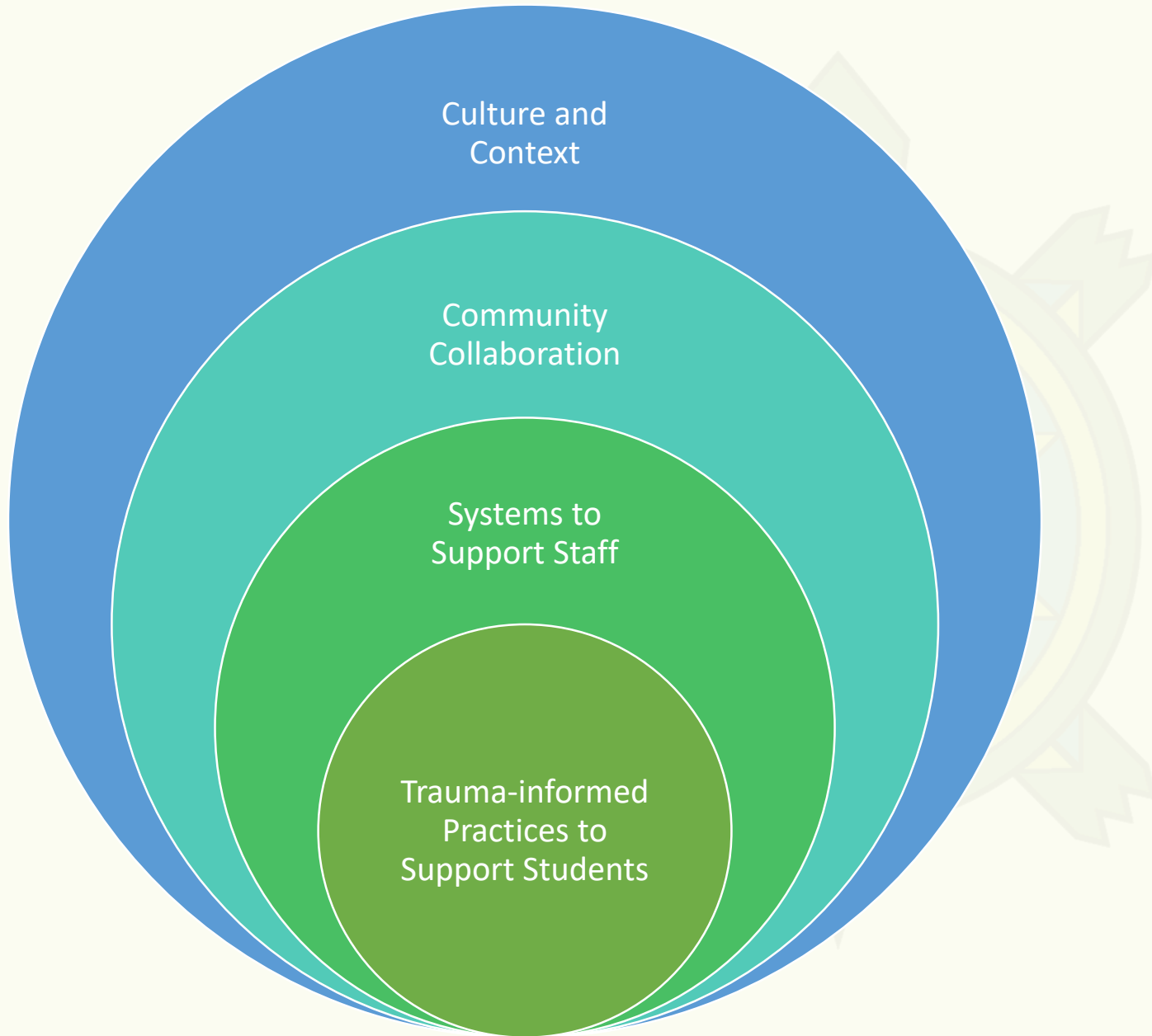
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- Feelings of isolation
 - Anxiety level
 - Avoidance
 - Impulsivity
 - Negative thinking
 - Hypervigilance



ARC: Attachment, Self-Regulation, and Competency framework for Education Systems

- Framework
 - Attachment: focus on supportive environments and adult/child interactions
 - Self-Regulation: focus on feelings identification, modulation, and expression
 - Competency: focus on executive functioning and identity
- Training
 - Audience: Educators, paraprofessionals, administration, any staff working with youth
 - Length of Training: 3-4 hours





Trauma Resilient Schools in Tribal Communities



TRS: A Collaborative Process



Suicide Prevention

- **Youth Mental Health First Aid:** Designed to teach a broad audience how to help adolescents (12-18) who are experiencing mental health or substance use challenges or are in crisis (including having thoughts of suicide). Includes a 5-step action plan for how to help a young person in both crisis and non-crisis situations. Time requirement: 7 hours



QPR: Question Persuade Refer

- Overview
 - Three simple actions steps
 - Recognize the warning signs of suicide
 - Ask about suicide
 - Persuade and refer the person to help
 - Evidence based
- Audience: any person in 6th grade or above, general community members, professionals, and paraprofessionals
- Length of Training: 1 hour



Making a Request

TTA provider will coordinate call with NNCTC rep and grantee



Conference call with above:
Discuss dates, intended audience,
how many participants, next steps



NNCTC develops training plan



Training is provided



TTA Provider follows up with grantee for feedback, additional training needs



Tribal Trauma-Informed Care Training and Technical Assistance Self-Assessment (TTIC TTASAT)

Microsoft Office Home | Mail - Willetto, Veronic... | View Recording | TeamUp | Inbox (4,873) - willetv... | My Meetings - Zoom | NNCTC TTA Request... | Glacier National Park... | Tribal Trauma-Inform... | how do i screenshot...

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Name:

Contact information for a phone call and/or email follow up on your self-assessment tool responses with the National Native Children's Trauma Center (NNCTC):

Please select the youth-serving system most reflective of your tribal program:

https://umt.co1.qualtrics.com/jfe/form/SV_2ipQeigj5rUAK21





Questions or comments?



Evaluation

We invite you to share your feedback about today's Online Learning Event!

The link for an evaluation will be posted in the chat box and emailed to all attendees.



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Closing

