Evidenced Based Cognitive Behavioral Interventions for Trauma Presentations for Counseling Programs

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How does trauma present in classroom setting?

- Increased psychological and physical arousal
- Stress reactions
- Inability to regulate emotions/moodiness
- Poor immune system-frequent absences or tardiness
- Difficulty connecting with or relating to others
- Self Esteem/Self Worth Issues
- Boundary issues with peers-enmeshment, distrust, lack of appropriate milestones in relationships
## Psychological and Physical Arousal

<table>
<thead>
<tr>
<th>Psychological Arousal</th>
<th>Physical Arousal</th>
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<tbody>
<tr>
<td>• Ruminating</td>
<td>• Hyperactivity</td>
</tr>
<tr>
<td>• Distractedness</td>
<td>• Hypervigilance</td>
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<tr>
<td>• Re-experiencing trauma</td>
<td>• Touchiness</td>
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<td>• Somatic complaints</td>
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## Academic Signs of Possible Trauma

<table>
<thead>
<tr>
<th>Signs of Possible Trauma</th>
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<tr>
<td>Lower IQ</td>
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<td>Lower Testing Scores</td>
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<td>&quot;Decreased academic engagement&quot;</td>
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<tr>
<td>Reduced social competency</td>
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<tr>
<td>Delayed reading ability</td>
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<td>Lack of planning</td>
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<td>Difficulty concentrating</td>
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<tr>
<td>Difficulty memorizing or remembering</td>
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<tr>
<td>Lack of creative thinking or problem solving</td>
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<tr>
<td>Delayed response to questioning</td>
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<td>Time/Space Orientation difficulties</td>
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(Shonk and Cicchetti, 2001)  
(Delaney-Black et al., 2002)  
(McEwen, 2003)  
English Watts
Practical Interventions for Trauma Symptomology in a Classroom
Signs of Possible Sexual Abuse

- Preoccupation with sexual themes or behaviors
- Precocious sexual knowledge or behavior
- Aggressive or coercive sexual acts towards others
- Sexual promiscuity
- Unexplained abdominal pains
- Hypervigilance
Interventions for Sexualized Students

- Avoid situations that promote opportunities to act out.
- Avoid touching the student without permission/reason.
- Redirect inappropriate behaviors in a confidential manner and ALWAYS have another adult present.
- Model appropriate language, behaviors, and respect in the classroom.
- Develop and implement a safety plan with caretakers of students who have known abuse or acting out behaviors.
- Maintain visual of high risk acting out locations.
# Signs of Fear/Anxiety Issues

<table>
<thead>
<tr>
<th>Signs of Fear</th>
<th>Signs of Anxiety</th>
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<tbody>
<tr>
<td>Shaking, looks of worry/fear</td>
<td>Difficulty transitioning between activities including disruption during this period</td>
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<tr>
<td>Constant questioning</td>
<td>Perfectionist/black and white thinking</td>
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<td>Balking at touch or loud noises</td>
<td>Irritability</td>
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<tr>
<td>Somatic complaints</td>
<td>Memory and concentration issues</td>
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<tr>
<td>Rapid breathing</td>
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<tr>
<td>Tension/hypervigilance</td>
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<tr>
<td>Agitation/aggression</td>
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</table>
Interventions for Fear/Anxiety

- Develop a daily plan and post it for students to see
- Play soothing music utilize sensory motor techniques for reducing anxiety
- Practice self soothing techniques periodically for high stakes test taking
- Utilize a school wide curriculum educating on Anxiety and resources and coping skills
- Allow stress balls or stick tack a appropriate
- Leave the lights on
- Reduce overly stimulating material
**Signs of Anger/Aggression**

- **Anger (Physical signs)**
  - Increase in heart rate or blood pressure
  - Sweating
  - Tension in muscles
  - Clenched jaw

- **Anger (psychological signs)**
  - Feeling frustrated
  - Feeling rejected
  - Hostility towards others
When anger leads to aggression, people often feel “out of control”

Signs of aggression
- Shouting at people (e.g. friends and family)
- Physical violence toward other people or animals
- Physical violence towards objects
- Ignoring or socially excluding others
Interventions for Anger/Aggression

- Positive Intervention Team (PIT Crew)
- Texas Behavior Support Initiative (TBSI)
- Nonviolent Crisis Intervention (NCI)
- Positive Behavioral Support and Intervention (PBIS)
  - A values-based, empirically-valid approach derived from social, behavioral, and biomedical science for achieving reductions in problem behaviors and improvements in quality of life
Signs CNA Disruption and Hyperarousal

- Students with ADHD show deficits in:
  - Sustained attention
  - Impulse control
  - Regulation of activity levels
- Constantly fidgets
- Moves around frequently, often runs or climbs inappropriately
- Talks excessively
- Has difficulty paying attention or quietly relaxing
- May have a quick temper or short fuse
Interventions for Hyperarousal/Hyperactivity

• Make sure behavioral standards are clear (e.g. CHAMPS)
• Teach note taking strategies
• Allow for peer tutoring opportunities
• Schedule core academic classes in the morning block
• Increase the novelty and interest level of a task to reduce the activity level, enhance attention and improve overall performance on the task
• Lessons should be carefully structured and main points clearly defined
Interventions for Hyperarousal/Hyperactivity

- Self-pace task completion
- Re-phrase instructions in their own words
- Productive physical movement
- Active vs. Passive involvement
- Remove distractions
- Reduce assignment length, focus on quality not quantity
- Powerful external reinforcement
- Token economy system
- Time-out
Overacting to situations or stimuli
Aggressive or irritable responses to changes
Becoming overly emotional or upset/having “melt down”
Easy shifts of emotions either good or bad
Interventions for Mood Instability

- Establish clear ground rules for the classroom
- Utilize a “pull out room”
- Temporarily replace any interventionist that has lost their therapeutic capacity
- Develop an individualized response plan as appropriate
- Allow journaling or a stress ball as an appropriate outlet
- Be consistent
- Utilize appropriate distraction techniques
Signs of Depression/Acting In

- Irritability
- Poor self esteem/self worth
- Not wanting to try or put in effort
- Negative view of self and the world
- Boredom
- Inattentiveness
- Fatigue/insomnia/hyperinsomnia
- Sad or blunted affect
- Poor work performance
Interventions for Depression/Acting In

- Designate a trusted teacher to check in with
- Monitor changes in baseline behavior
- Make necessary accommodations or psychomotor retardation
- Provide copies of notes or material
- Allow time to journal emotions as appropriate
- Encourage appropriate expression of feelings and healthy coping skills
- Organize homework in manageable sections
- Encourage positive self talk
Program Interventions

Evidenced Based and Best Practice Interventions for Trauma
Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)

- For students up to age 15. Includes 8 group sessions for students and an additional session for parent education.
  - Thoughts-Feelings-Actions Triangle
  - Relaxation Training
  - Feeling Thermometer
  - Cognitive Therapy
  - Real-Life Exposure
  - Expose to Trauma Memory, Creating a Trauma Narrative
  - Social Problem Solving
Thoughts-Feelings-Action Triangle

Feelings

Thoughts

Behaviors
Relaxation Training

- Imagery
- Guided muscle relation
- Calm breathing
- Thought-stopping
- Distraction
- Positive image

(Jaycox, Kataoka, Stein, Langley, & Wong, 2012, p. 244).
Feelings Thermometer

- Thermometer from 0-11 to rate how upset the student is at that moment.
- Allows the student to evaluate the seriousness of their current stressor.
- Allows an opportunity for discussion of stressors, symptomology, and problem solving.
- Can be placed in each room for reflection and individual use as outburst may arise.
Washington Compassionate Schools

- Weave compassionate strategies into school improvement planning.
- Provide tiered support for all students based on what they need.
- Create flexible accommodations for diverse learners.
- Provide access, voice, and ownership for staff, students and community.
- Use data to:
  - Identify vulnerable students, and
  - Determine outcomes and strategies for continuous quality improvement.
Washington Compassionate Schools

- 10 Guiding Principles
- Focus on culture and climate in the school and community.
- Train and support all staff regarding trauma and learning.
- Encourage and sustain open and regular communication for all.
- Develop a strengths based approach in working with students and peers.
- Ensure discipline policies are both compassionate and effective (Restorative Practices).
Additional Evidenced Based Programs

- Grief and Trauma Intervention (GTI) for Children
- I feel Better Now! Program
- Ripple Effects Whole Spectrum Intervention System (Ripple Effects)
- Trauma Focused Coping (multimodality Trauma Treatment)

Resources Available to Aid in Trauma Treatment

- California Evidenced-Based Clearinghouse
- SAMSHA's National Registry of Evidenced Based Programs and Practices.
- National Child Traumatic Stress Network
  - [http://www.nctsn.net/resources/audiences/school-personnel](http://www.nctsn.net/resources/audiences/school-personnel)
  - [http://www.nctsn.net/products/nctsn-affiliated-resources](http://www.nctsn.net/products/nctsn-affiliated-resources)
What is CREST?
Counselors Reinforcing Excellence in Education for Students in Texas

Why is it useful?
• Document your school counseling program’s role in supporting student success
• Show continuous improvement data for your campus
• Highlight program successes for all stakeholders
• Strengthen the campus counseling program by aligning it with the campus improvement plan
• Reinforce the school counselor’s role in the academic, personal, social, and career development of students
• Link campus program to state, national, and legislative standards
• Provide a tool for accountability
Areas of the CREST document

- Principal's Comments
- Student Support Team
- School Climate and Safety
- Student Results
- Major Achievements
- Measurements
- Community Partnerships/Resources
- Volunteer Involvement
- Focus for Improvement
- Keeping You Informed
Essential CREST Elements

- Student Support Team
  - Students should know who to turn to
  - Team will have protocols in place

- School Climate and Safety
  - Teachers should be trained on campus protocol
  - All staff members should be aware of crisis plan
  - Increased sense of involvement/belonging felt by my students

- Community/Partnerships and Resources
References

References cont.