



Virginia Department of
Behavioral Health &
Developmental Services



DCJS

Virginia Department of Criminal Justice Services

Handle With Care:

A Law Enforcement-School Partnership to Support Students with Trauma



Facilitators



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NEWS

Comments from members of congress, press, police

- “I thought I was going to die.”
- “I thought I could be killed and no one would stop them.”
- “I remember guys chanting, ‘Kill him with his own gun.’”
- “The trauma I saw in their eyes, it was just overwhelming.”

“Posttraumatic Stress Disorder”

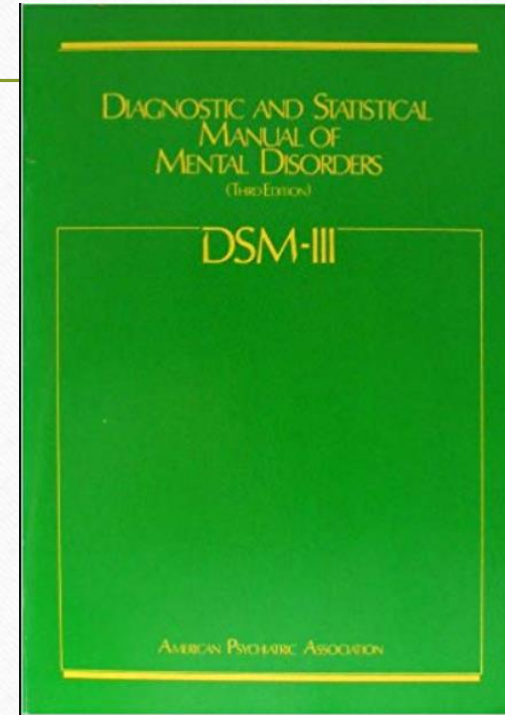
“Soldier’s Heart

“Irritable Heart”

“Shell Shock”

“Combat Neurosis”

“Battle Fatigue”

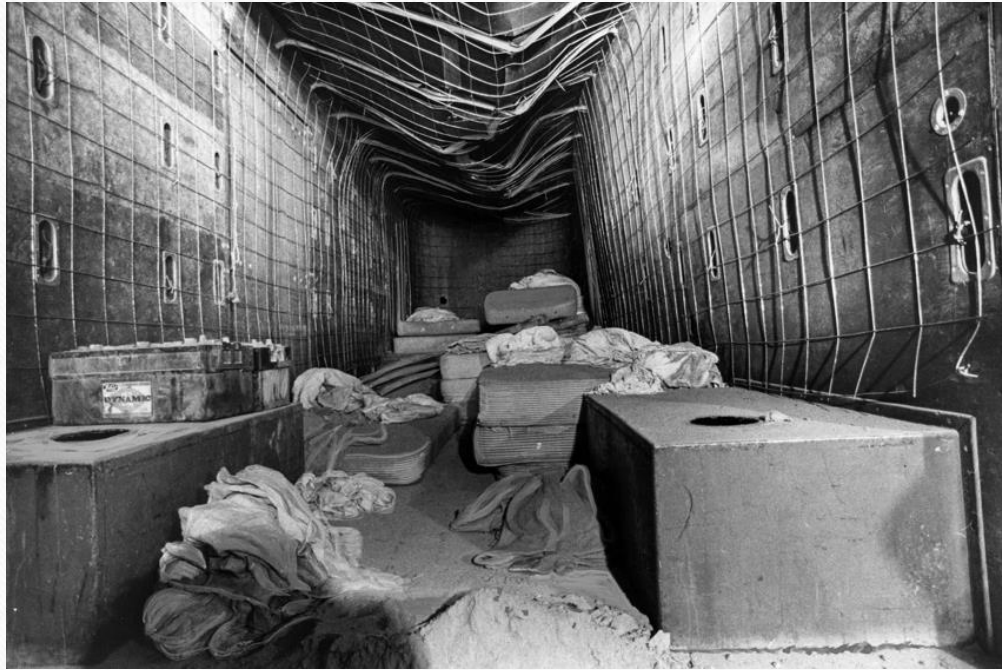


1980

Chowchilla, CA July 1976

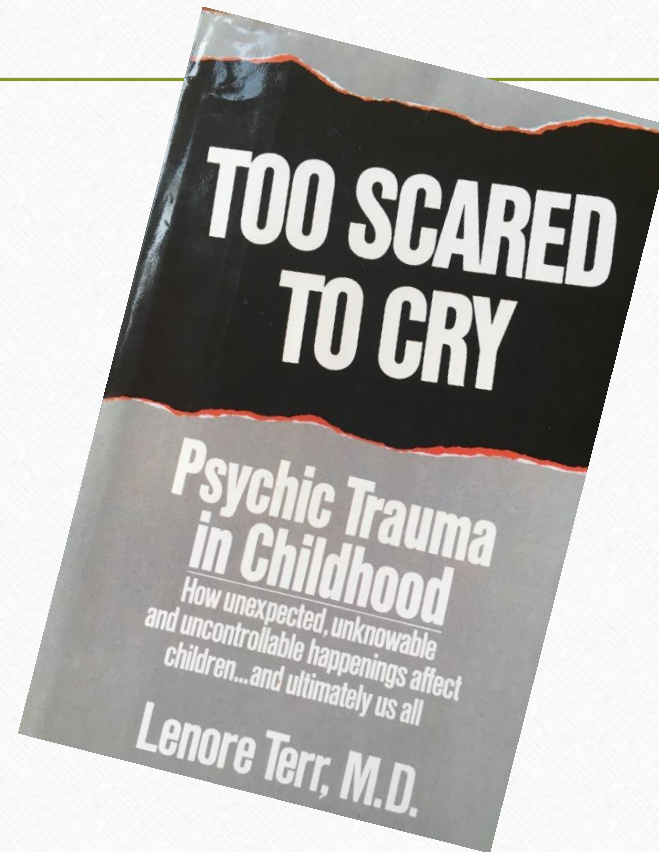


Chowchilla, CA July 1976



Terr, 1979, 1983, 1990

- Trauma affects children
- Symptoms can look different
- Symptoms persist for years



Potentially Traumatic Events



Potentially Traumatic Events



Potentially Traumatic Events



Potentially Traumatic Events



Potentially Traumatic Events



Greater Recognition \neq *Widespread* Recognition

- “No one has asked me ... This is the first time I’m talking about it.
- “I think he’s doing fine.”
- “She gets so upset if it comes up. I don’t want to make her cry.”
- “I don’t know what to do.”

It's not just trauma, and it's not just PTSD

- Traumatic stressors...and other stressors
- PTSD...and other posttraumatic responses

Adverse Childhood Events (ACEs)

In a general sample of the US population,

1. How common are adverse childhood events?
2. When present, what impact do they have?

The ACEs

Abuse

- Emotional abuse
- Physical abuse
- Sexual abuse

Household Challenges

- Mother treated violently
- Substance abuse in household
- Mental illness in household
- Parental separation/divorce
- Incarcerated household member

Neglect

- Emotional neglect
- Physical neglect

Frequency

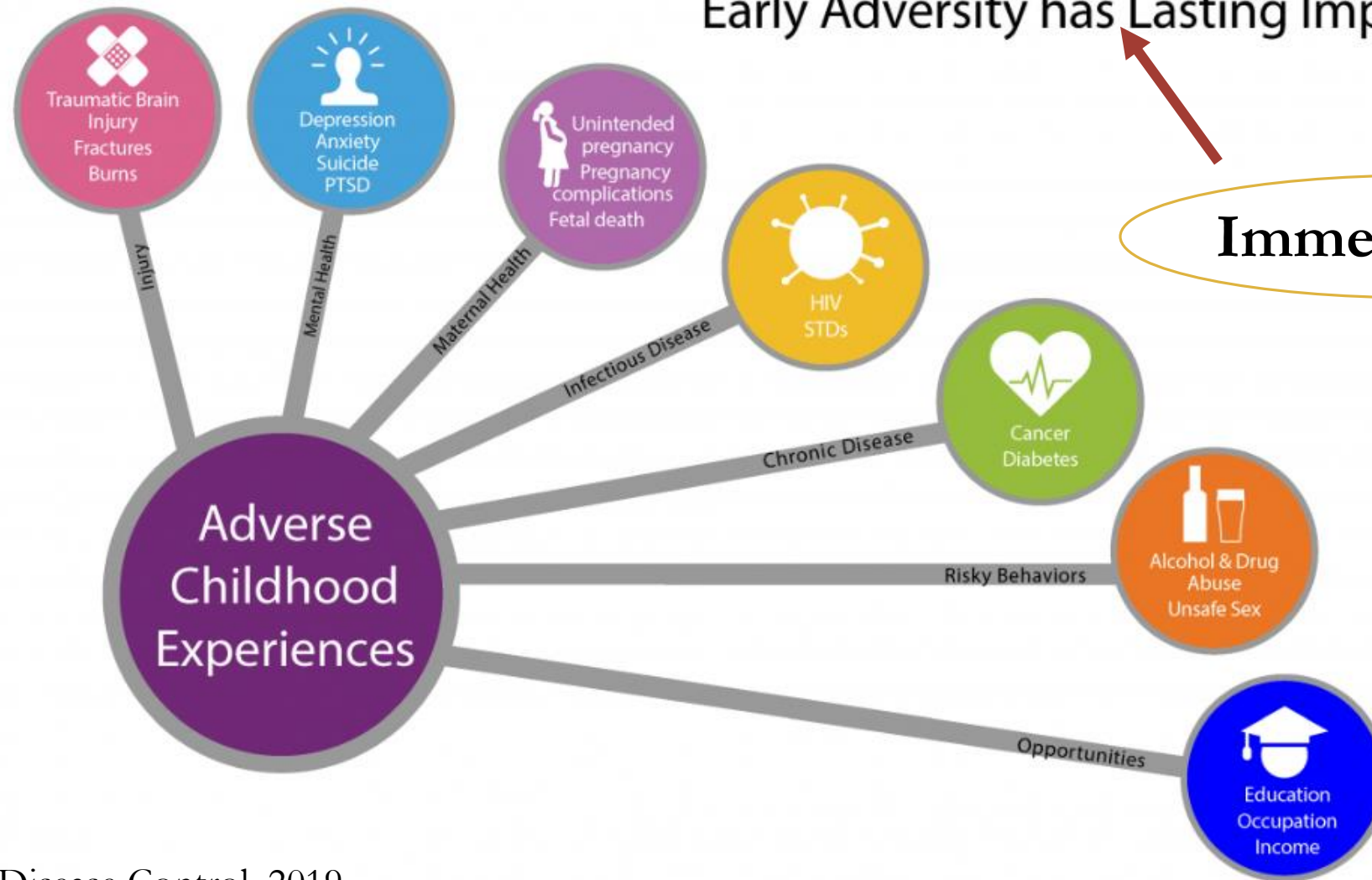
Original Study

Number of ACEs	Total Percent (N = 17,337)
0	36.1%
1	26.0%
2	15.9%
3	9.5%
4 or more	12.5%

2018 Update

Number of ACEs	Total Percent (N = 214,157)
0	38.5%
1	23.5%
2	13.4%
3	8.8%
4 or more	15.8%

Early Adversity has Lasting Impacts



Immediate and

It's Not Just About Counting ACEs!

Other Stressors/Traumas

- Exposure to community violence
- Other family violence
- Destructive acts by caregivers
- Exposure to flood, fire, other natural disasters
- Death or loss of a parent

➤ *...and many others*

Recognizing Trauma is the *Starting Point*

Recognizing trauma helps us

- Understand behavior
- Respond more effectively to behavior
- Respond more effectively to the child's needs
- Provide supportive intervention across settings
- Decrease long-term consequences

2

How Do Kids (and People in General) Cope After Trauma?

Five Common Responses to Trauma

1. _____
2. _____
3. _____
4. _____
5. _____

Common Responses to Trauma

- Anger
- Anxiety
- Fear
- Depression
- Rage
- Hopelessness
- Perception of threat
- Withdrawal
- Dependency
- Disrupted relationships
- Difficulty connecting
- Too rapidly connecting
- Clinging behavior
- Behavior problems

Sometimes, Trauma Responses Look Like What You Expect

- *Frightened*
- *On edge*
- *Untrusting*
- *Depressed*



- *Anxious*
- *Isolating*
- *Withdrawn*
- *Hypervigilant*

Sometimes, they don't

- *Anger*
- *Hostility*
- *Defiance*



EMOTIONS

- *(Seeming) absence of emotion*
- *(Seeming) lack of caring or concern*

Why would a traumatized adolescent...

...display anger? _____

...display hostility? _____

...be defiant? _____

...seem not to feel? _____

...seem not to care? _____

Sometimes, they don't

- *School refusal*
- *High-risk behaviors*
- *Self-harm*



- *Substance use*
- *Verbal aggression*
- *Physical aggression*

BEHAVIORS

Why would a traumatized adolescent...

...avoid school? _____

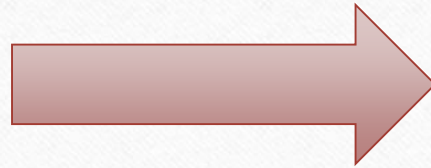
...use drugs? _____

...be aggressive? _____

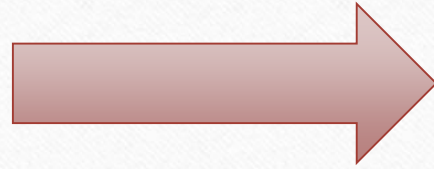
...self-injure? _____

...engage in risky behavior? _____



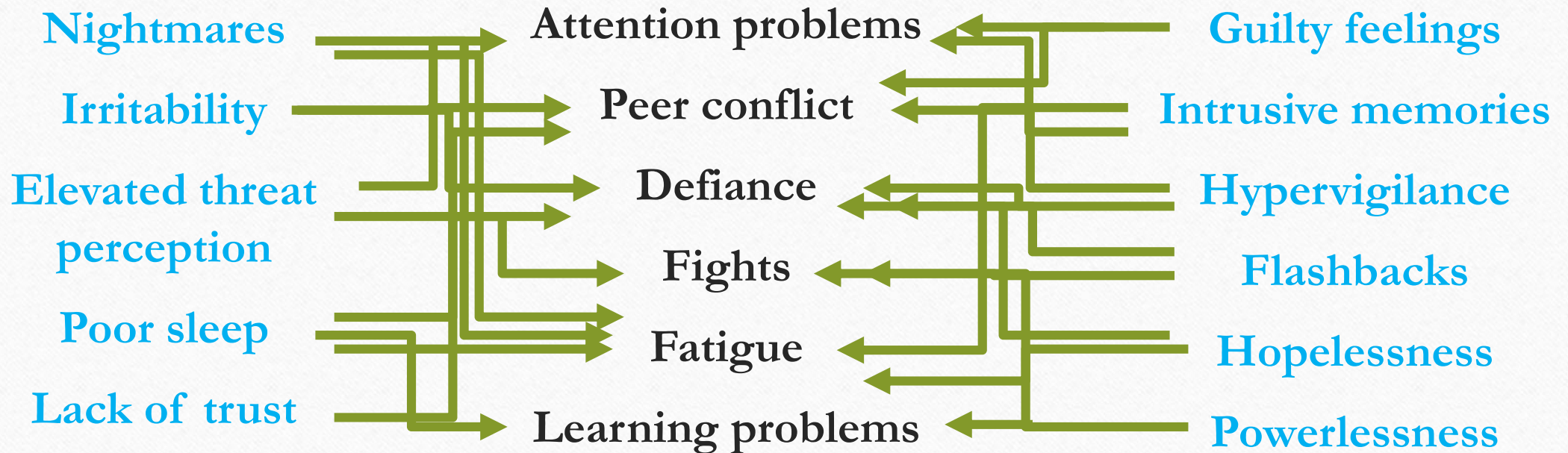








Possible Pathways



Do People Get Used to Trauma?

After the first few traumas, they stop being so bad

New fear and distress pile on top of old fear and distress

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Resources for coping become depleted

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WHAT COULD I HAVE
DONE DIFFERENTLY?



Acknowledge that Trauma is sitting in the classroom.....

- Traumatic events have the potential to alter a child's worldview and the architecture of the developing brain.
- Trauma experiences profoundly affect memory, language development, and writing
- Children may respond fearfully to people or situations at school
- Trauma response undermines an ability to self-regulate emotions, behavior, and attention – which results in withdrawal, aggression, and inattentiveness.

Remember...

Trauma
Responses do
not all LOOK
the same....

- Severely impact the child's ability to participate in normal activities, or if significant changes:
- Disruption or withdrawal from peer relationships
- General lack of energy or lack of interest in previously enjoyed activities
- Strained family relationships (increased misbehavior, lashing out against family members, refusal to participate in normal family routines)

Remember...

Trauma Responses do not all LOOK the same....

- Decline in school performance, school avoidance, or difficulty concentrating
- Physical complaints with no apparent cause
- Maladaptive coping (drug or alcohol use, severe aggression)
- Threats of harm to self or others
- Repeated nightmares and reporting strong fears of death and violence

Remember...

Trauma
Responses do
not all LOOK
the same....

- Decline in school performance, school Repetitive play reenacting the traumatic events
- Sleeping (difficulty falling or staying asleep) and eating disturbances
- Increased arousal (easily startling or quick to anger), agitation, irritability, aggressiveness
- Regression in behavior (thumb-sucking, bedwetting, clinginess, fear of the dark)





Learning Brain

VS



Survival Brain

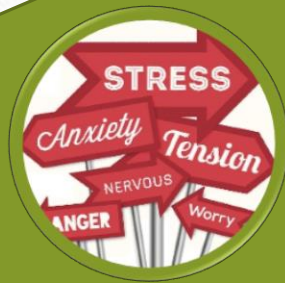
**I'm Scared,
overwhelmed, alone...**

- ...defenses amp up
- ...brain shuts down or goes into overdrive



**I do what I know how
to do...**

- ...it doesn't work
- ...resources diminish



I try to get help...

- ...it doesn't work
- ...it doesn't *feel* like me or fit my lifestyle



**CHANGE
AHEAD**





When given support,
children and adolescents
will recover from the fear
and anxiety caused by a
traumatic experience.

**The FAMILY system needs the
support with healing too!**

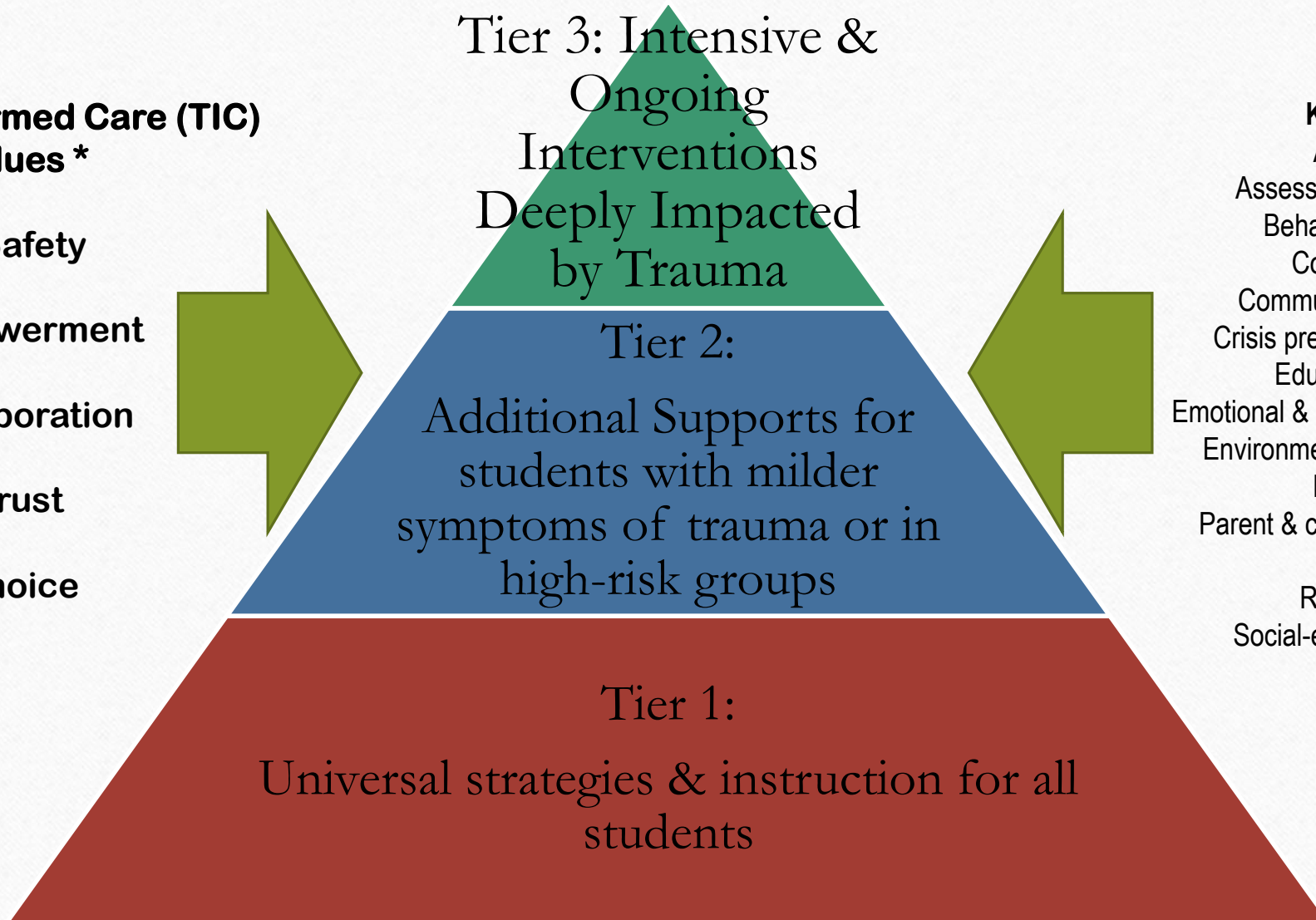
- Help youth and families to understand their behaviors
- Model and assist youth and families in developing and practicing NEW coping strategies
- Help youth and families gain competence





**Trauma-Informed Care (TIC)
Values ***

Safety
Empowerment
Collaboration
Trust
Choice

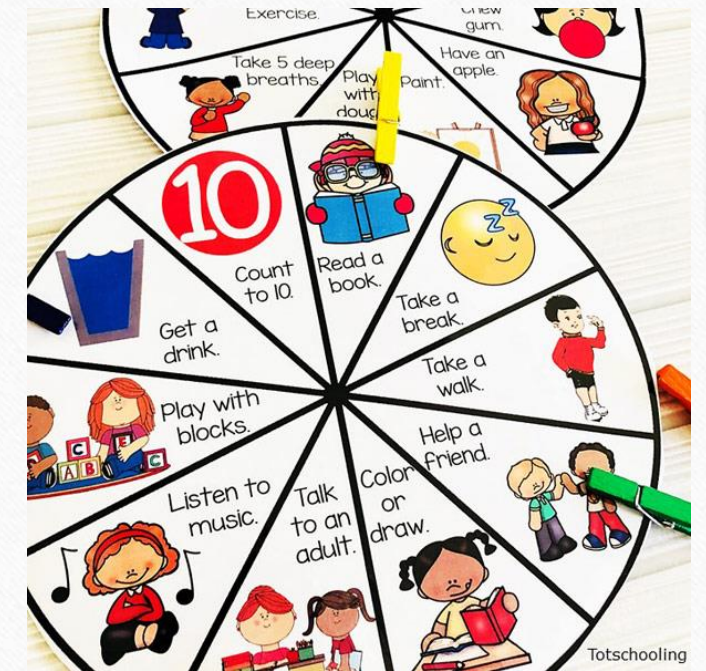
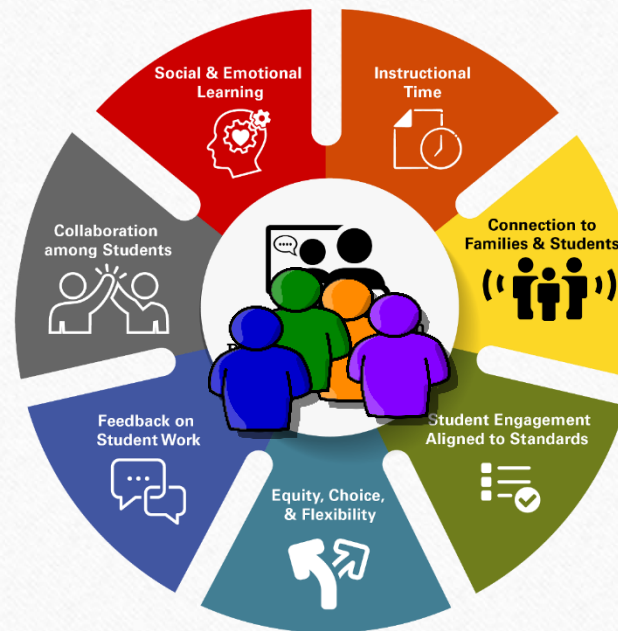
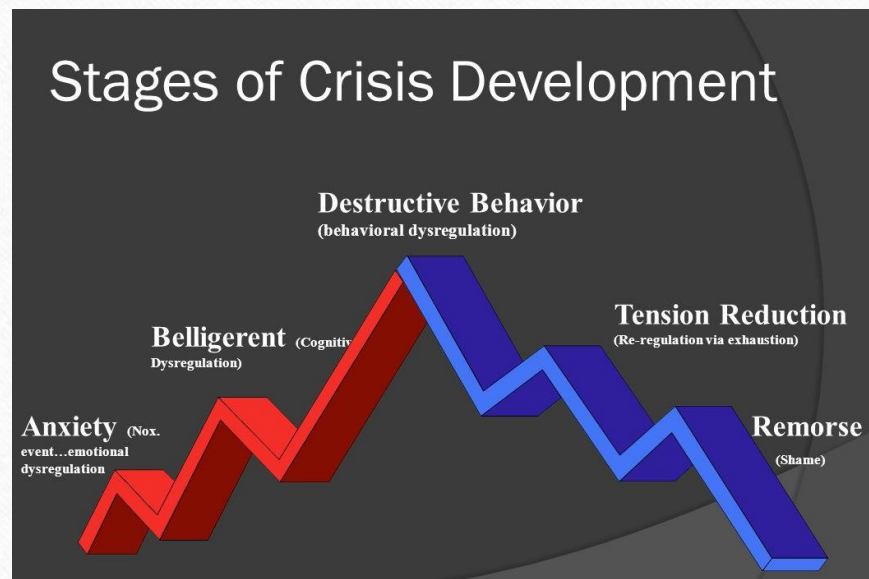


Key Areas *

Academics
Assessment & screening
Behavioral supports
Cognitive skills
Community partnerships
Crisis prevention & response
Educator capacity
Emotional & physiological regulation
Environment, culture & climate
Leadership
Parent & caregiver involvement
Policies
Relationships
Social-emotional learning



Tier 1 Interventions: Trauma Responsive Universal Strategies & Instruction for All



Tier 2 & 3 Interventions: Targeted Trauma Responsive Strategies

Expectation Intervention

C.I.C.O. CARD (CHECK-IN-CHECK-OUT)

Use this C.I.C.O. intervention to help support behaviors across school settings.

PRIMARY OPTION

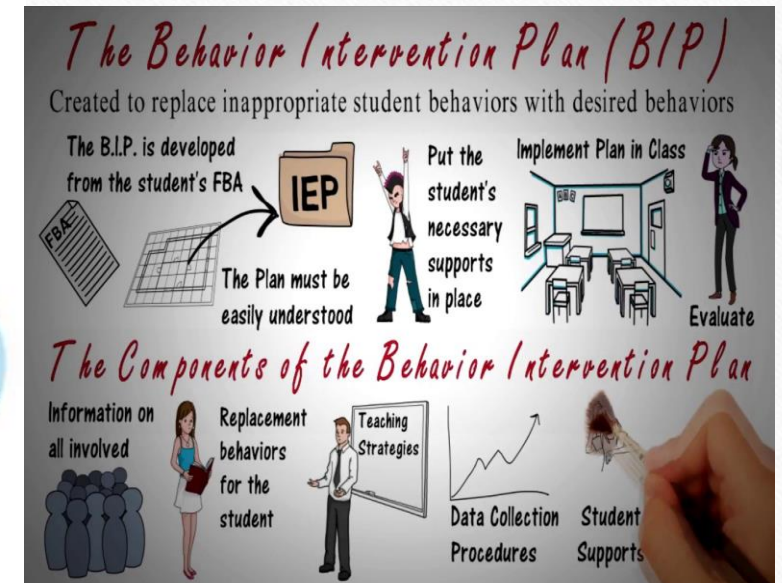
C.I.C.O. Primary

Student	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B	11A	11B	12A	12B
SUBJECT																								
RESPECTFUL																								
RESPONSIBLE																								
SAFE																								

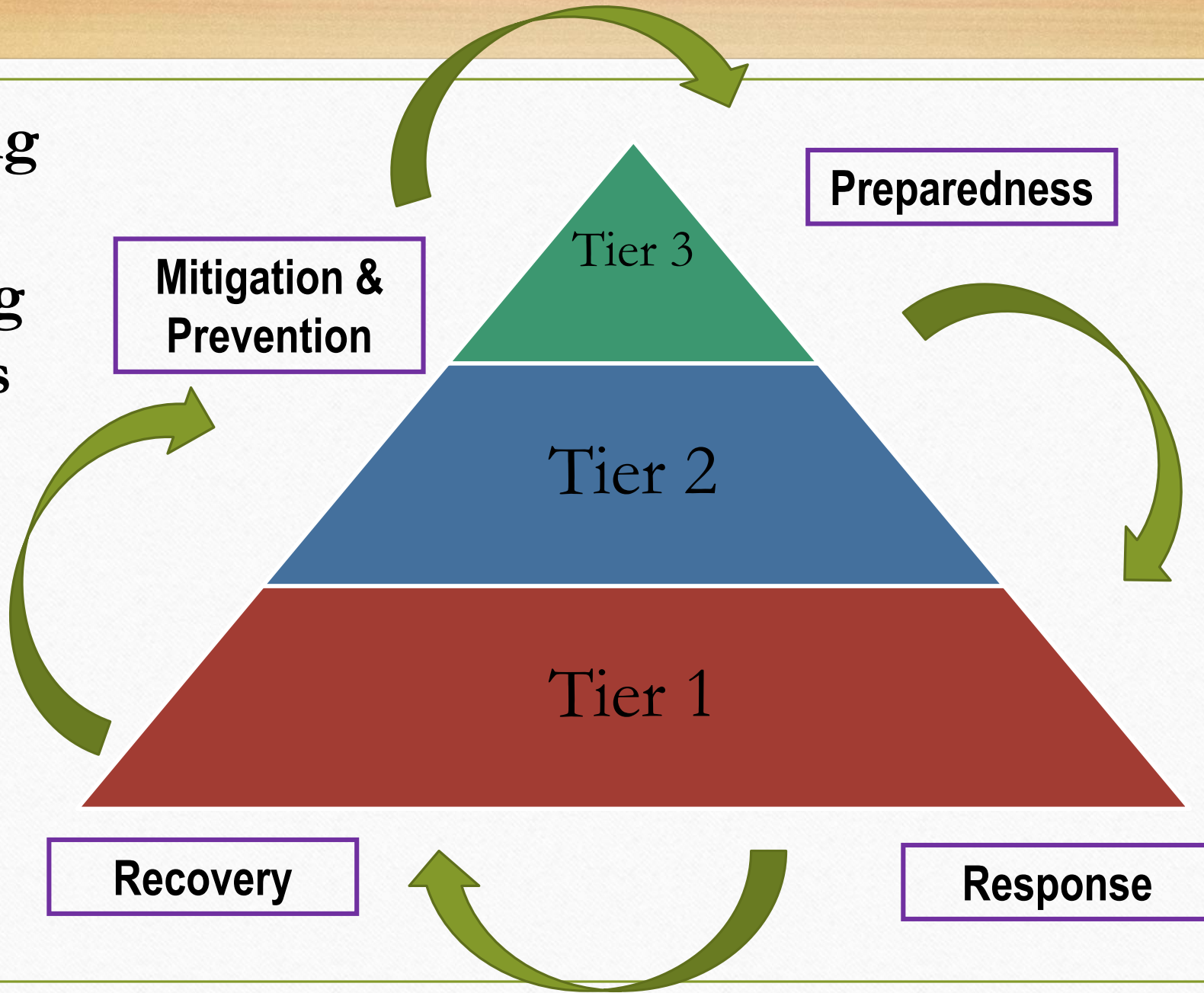
INTERMEDIATE OPTION

C.I.C.O. Intermediate

Student	1	2	3	4	5	6	7	8	9	10	11	12
SUBJECT												
RESPECTFUL												
RESPONSIBLE												
SAFE												



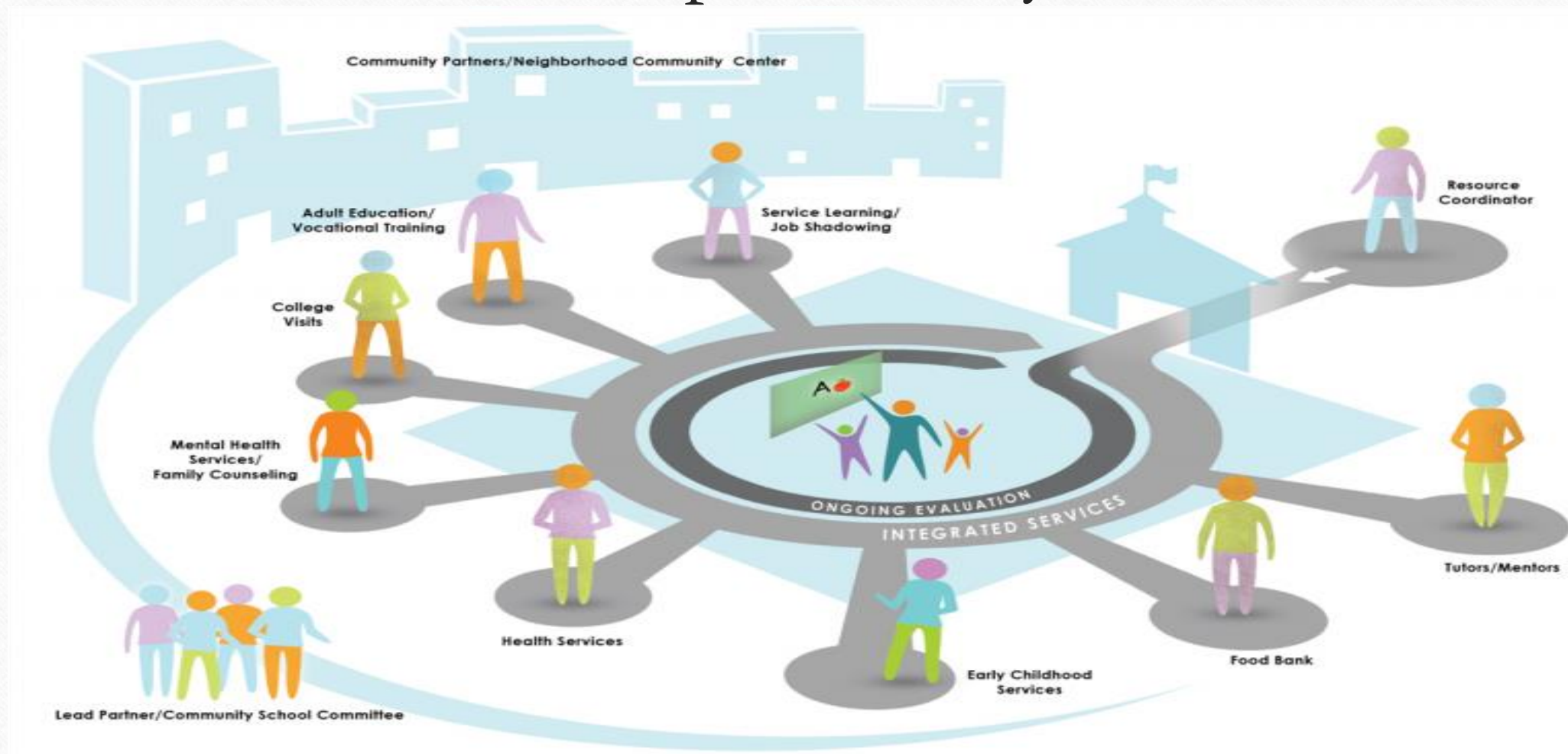
Creating Safe & Healing Schools



Don't Forget the Caregivers!



Evaluate and Expand the System of Care





Handle With Care:

A Law Enforcement-School Partnership to Support Students with Trauma

How do we do this?

The “Handle With Care” program enables law enforcement and other first responders to notify schools if they encounter a child at a traumatic scene or incident. Schools and mental healthcare leaders can then provide trauma-sensitive support to the child immediately upon their return to school.

3 Basic Components

1. Law enforcement officers send notification to school

The confidential notification, which is documented in the police report, contains just three pieces of information: the child's name, age, and address or school, as well as a message to "Handle With Care." This notification let the schools know that the child was on the scene of a police or emergency services response in the last 24 hours and could exhibit academic and emotional and/or behavioral problems as a result of exposure to this traumatic event.

3 Basic Components

2. Schools receive notifications and prepare trauma-sensitive support

A school division, school, or childcare provider will create a process to triage “Handle With Care” notifications from law enforcement. The process will involve forwarding the Handle With Care Notification from law enforcement to the appropriate teacher and/or counselor and staff to observe the student’s behavior and academic performance and be prepared to provide trauma-sensitive support as needed.

3 Basic Components

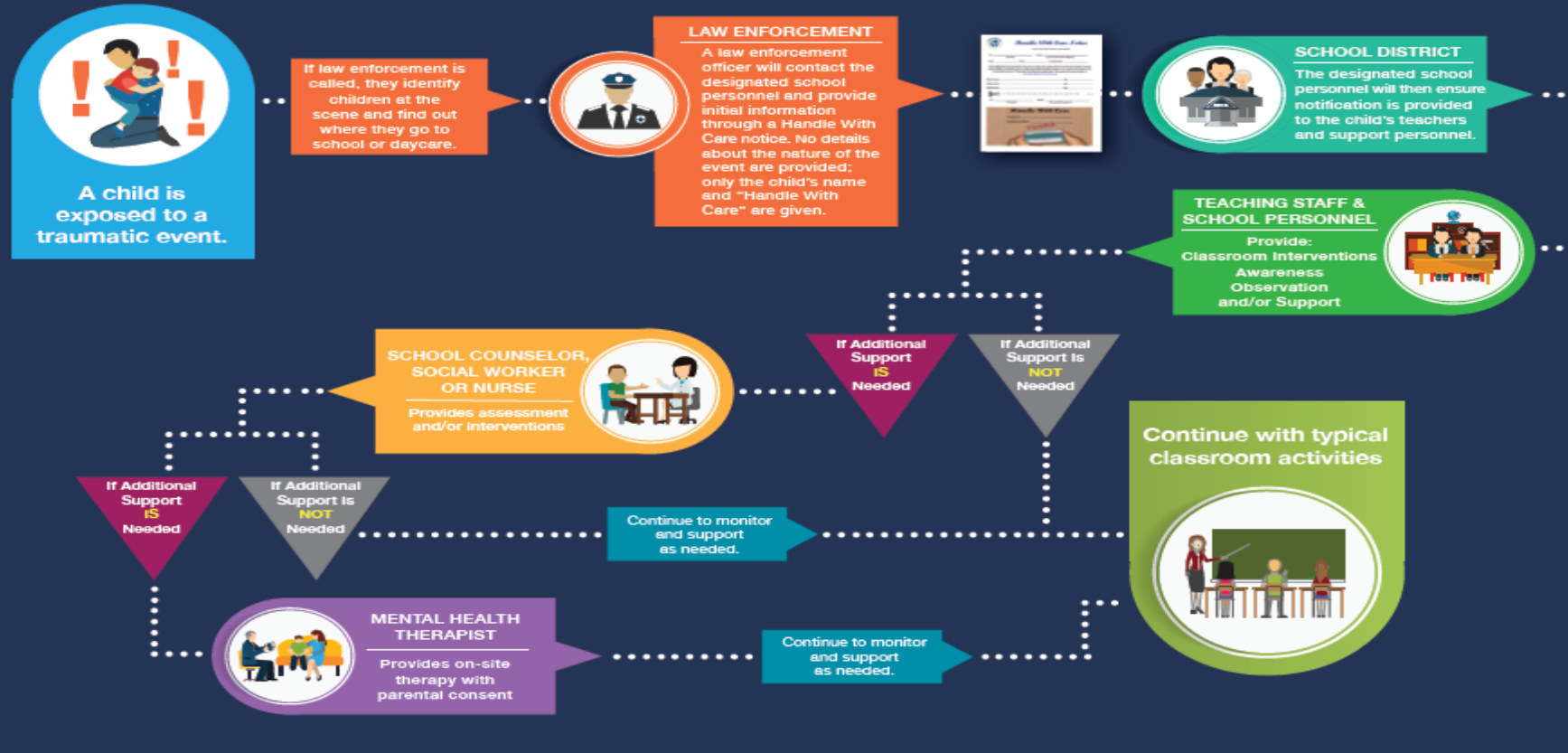
3. Mental Healthcare providers partner with schools for support

When appropriate and school interventions are not sufficient, mental healthcare professionals partner to provide therapy on site at the school or their agency (with consent from parents/guardians).



HANDLE WITH CARE

Process Flow Chart



Rollout and Training

- Initial Training
 - 3.5 hour session with trauma SMEs
 - Offered in each of the 8 Superintendent's Regions in Virginia as well as Virtually
 - Targets to law enforcement, emergency services and school leadership
 - Also offered for school divisions/agencies by request
- Stakeholder Discussion
 - Meeting to discuss the process and possibility
 - Should include law enforcement and emergency supervisors, school division leadership, and mental health partners
- MOUs
 - First Responders and Schools
 - Schools and CSBs

Rollout and Training (Continued)

- Roll-call training
 - 10-15 minute video overview of HWC targeted to law enforcement and emergency services
- Faculty/school staff training
 - 10-15 minute video overview of HWC targeted to school personnel
- Book Study for continuing education
 - For school personnel
 - <http://www.handlewithcarewv.org/book-study/mobile/index.html#p=1>
 - <http://www.handlewithcarewv.org/docs/Book%20Study%20Teal%20Book%20TLPI%20eds%20.pdf>

Case Example

- Hunting accident
- Street Violence
- Domestic Incident

Questions?

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Virginia Department of Criminal Justice Services

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May 10–14, 2021

Please use this link or scan the QR code to complete the evaluation and receive your certificate and PIC information:

<https://tinyurl.com/HWC511>



For follow up questions, please email betsy.bell@dcjs.Virginia.gov