The Trauma-Informed Program for Promoting Success (TIPPS): Strategies to Promote Resilience in Children At-Risk for Adverse Events

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Some History

GSU 2007-2013
- Bullying Intervention
- Crisis Intervention & Prevention
- Traumatology
- Coping

DISD 2012-2013
- Crisis Response
- Refugee Services
- Family Therapy
- Student Therapy
- Disciplinary Alternative Education Program

ISU 2013-present
- Peer Relations Lab
- CARE4U
- PREPaRE Trainer
- TIPPS
What is Trauma?
Acute Trauma

<table>
<thead>
<tr>
<th>Content</th>
<th>Stress</th>
<th>Crisis</th>
<th>Trauma</th>
</tr>
</thead>
</table>

Demands

Emergency Resources

Coping Resources

Event Severity
Chronic Stress/Complex Trauma

The diagram illustrates the progression of chronic stress and complex trauma over time. It shows the relationship between content, stress, crisis, and trauma, with corresponding shifts in demands, emergency resources, and coping resources.
A picture is worth a thousand words. A complex idea can be conveyed with just a single still image, making it possible to absorb large amounts of data quickly.
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What is Trauma-Informed Care (TIC)?
Principles of TIC

• Safety
• Trustworthiness & Transparency
• Peer Support
• Collaboration and Mutuality
• Empowerment, Voice, and Choice
• Cultural, Historical, and Gender Issues
- Become aware of trauma impact
- Acknowledge impact of trauma

- Reduce re-exposure
- Promote safe climate

- Become aware of trauma symptoms
- Monitor signs and symptoms of trauma

- Intervention/Prevention
- Crisis Response
- Stabilization
Realize

- Posttraumatic Stress
- Irritability
- Aggression
- Depression
- Anxiety
- Increased response to violence
- Decreased problem-solving and reasoning
- Decreased academic performance
Recognize

- Sudden Changes in:
  - Day-to-day behaviors
  - Ability to concentrate
  - Fear responses
  - Risk-taking
  - Sleep/wake cycles

- Normal Responses to Abnormal Situations:
  - Acting out through play, storytelling
  - Crying
  - Bad dreams
  - Initial hesitations
  - Initial Worries
Respond

- **Primary/Universal**: Community, School, Classroom
- **Secondary/Selected**: Individual, Group, Classroom, School (in rare cases)
- **Tertiary/Indicated**: Intensive Individual
Resist Revictimization

- Key Components:
  - Validation
  - Empathy
  - Structured Support
  - School Climate
  - Effective Referral Systems
TIC in Schools

- Biological Responses to Stress
- Consideration of Community Violence
- History of Chronic Stress
- School Belonging
- Individual Strengths
- Empowerment, Upstanding Behaviors
Impact of TIC

• Improved School Climate
• Increased Help Seeking Behaviors
• Greater Peer Collaboration
• Increased Academic Performance
• Decreased Symptomology
• Greater Resiliency
• Increased Self-awareness
• Increased Adaptive Coping
• Reduced Racial Disparities
• Tier 3: (Brock et al., 2016)
  - Trauma-Informed CBT
  - REBT
  - DBT
  - Affective Therapy
  - Narrative Therapy

• Tier 2: (Brock et al., 2016)
  - Psychoeducational
  - Affective Education
  - Typically in response to a trauma

• Tier 1: (Blitz & Lee, 2015; Blitz et al., 2016)
  - School safety, emotions, learning, family
  - Multidisciplinary
The Trauma-Informed Program for Promoting Success
Phase 1: Existing Theory/Practice
- Review Trauma-Informed Literature
- Review Implementation Science Literature
- Review School MTSS Process
- Consultation with Experts

Phase 2: Learn the Culture
- School Personnel Interviews
- Student Interviews
- Parent/Guardian Interviews

Phase 3/4: Forming Partnerships and Goal Identification
- Advisory Board Meetings
- Stakeholder Workshops

Phase 5/6: Formative Research and Theory of Change Model
- Student Needs Assessment
- School Personnel Needs Assessment
- Evaluation of Needs Assessments
- Refinement of Intervention Design

Phase 7: Program Design
- Advisory Board Planning Meeting
- Stakeholder Member Checking
- Initial Programming
- Consultation with Experts

Phase 8: Implementation & Adaptation
- TIPPS Implementation
- Treatment Integrity and Acceptability Monitoring
- Revisions and modifications per data

Phase 9: Programming Evaluation
- Quantitative Data via Surveys
- Qualitative Data via interviews and observations
- Consultation with Experts
- Stakeholder Member Checking

Phase 10: Capacity Building
- Advisory Board Meetings
- School- and Community-based Workshops and Training

Phase 11: Dissemination & Translation
- Presentations and Publications
- School- and Community-based Feedback Sessions
- Pilot Study in Additional School Districts

PCSIM; Nastasi et al., 2004
## Development of TIPPS: mySELF

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<thead>
<tr>
<th>Domain</th>
<th>Skills</th>
<th>Principles of Trauma-Informed Care Addressed*</th>
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<tbody>
<tr>
<td>mySchool</td>
<td>Physiological Responses to Stress</td>
<td>S, E, Cu</td>
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<td></td>
<td>Problem Clarification and Exploration</td>
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Psychoeducation
• Affective Education
• Narrative Therapy Techniques
• Resource Identification (i.e., “Mapping”)
• CBT/DBT
• Strengths-Based, Mutual Self-Help Problem Solving
TIPPS Activities

- Top Three Troubles
- Mind Mapping
- Eco Mapping
- Tell Us a Story
- And...Action!
- My Inventory
- My Toolbox
- Who is Who
- Make a Plan
TIPPS for Students

- 8-20 Lessons
  - Ideal is 12-16
- Tier 2 Prevention & Intervention
- Small Groups: 6-10
- At-Risk Youth
  - 4th-12th Grade
TIPPS for Schools

• 15 Hour Training
  • Can be spread over multiple days/weeks/months

• TIC Theory

• TIC Across Tiers
  • Referral Systems

• Modified Activities

• Small Group Consultation

• Stressor-Specific Information

• Resource Allocation
TIPPS for Families

- Multiple 2 Hour Training Modules
- TIC Theory
- TIC and Family Systems
- Modified Activities
- Small Group Consultation
- Resource Allocation & Identification

Example Topics:
- Bullying/Cyberbullying
- Emotion Regulation
- Promoting Learning Behaviors
- Promoting Friendship Building
Thank you!

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