Creating Trauma-Responsive Schools
Webinar Series

Webinar #4:

Trauma Responsive Schools –

Implementation Assessment Tool

March 18, 2020

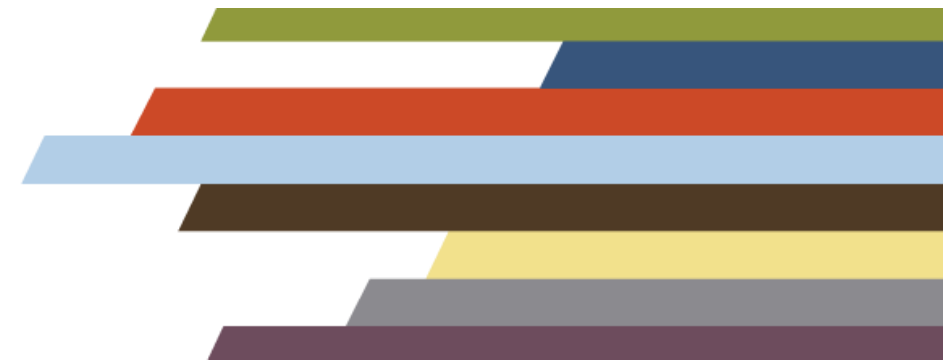# DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

Creating Trauma-Responsive Schools
2019 – 2020 FREE! Webinar Series

- Webinar #1: Trauma-Informed Skills for Educators (TISE) - Part 1 (of 2): Trauma 101

  Date: November 13, 2019

- Webinar #2: Trauma-Informed Skills for Educators (TISE) - Part 2 (of 2): Trauma-Responsive Skills and Strategies

  Date: December 4, 2019

- Webinar #3: Trauma-Informed Schools and the MTSS Framework

  Date: February 12, 2020

- **Webinar #4: Trauma-Responsive Schools Implementation Assessment Tool (TRS-IA)**

  Date: March 18, 2020

- **Webinar #5: Supports for Teachers Affected by Trauma (STAT)**

  Date: April 15, 2020

- **Webinar #6: TSA Center for Schools Evidence-Based & Evidence-Informed Practices**

  Date: May 13, 2020

Webinar Series Page with Registration Links and Recorded Webinars
https://mhttcnetwork.org/centers/northwest-mhttc/new-webinar-series-creating-trauma-responsive-schools

Northwest (HHS Region 10)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

SMART
School Mental Health Assessment
Research & Training Center

TSA **Treatment and Services Adaptation Center**
for Resiliency, Hope, and Wellness in Schools

Mental Health Technology Transfer Center (MHTTC) Network

Visit the MHTTC website at https://mhttcnetwork.org/

Northwest MHTTC *School Mental Health Supplement* Goals:

REGION 10

Northwest
MHTTC
University of
Washington

Provide direct training and TA on the implementation of mental health services in schools
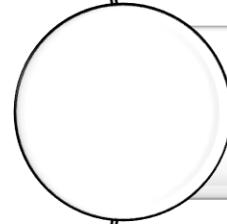
Build infrastructure and create learning communities

Support educational leaders to promote mental health for ALL

SMART
School Mental Health Assessment
Research & Training Center

Northwest (HHS Region 10)
MHTTC
Mental Health Technology Transfer Center Network
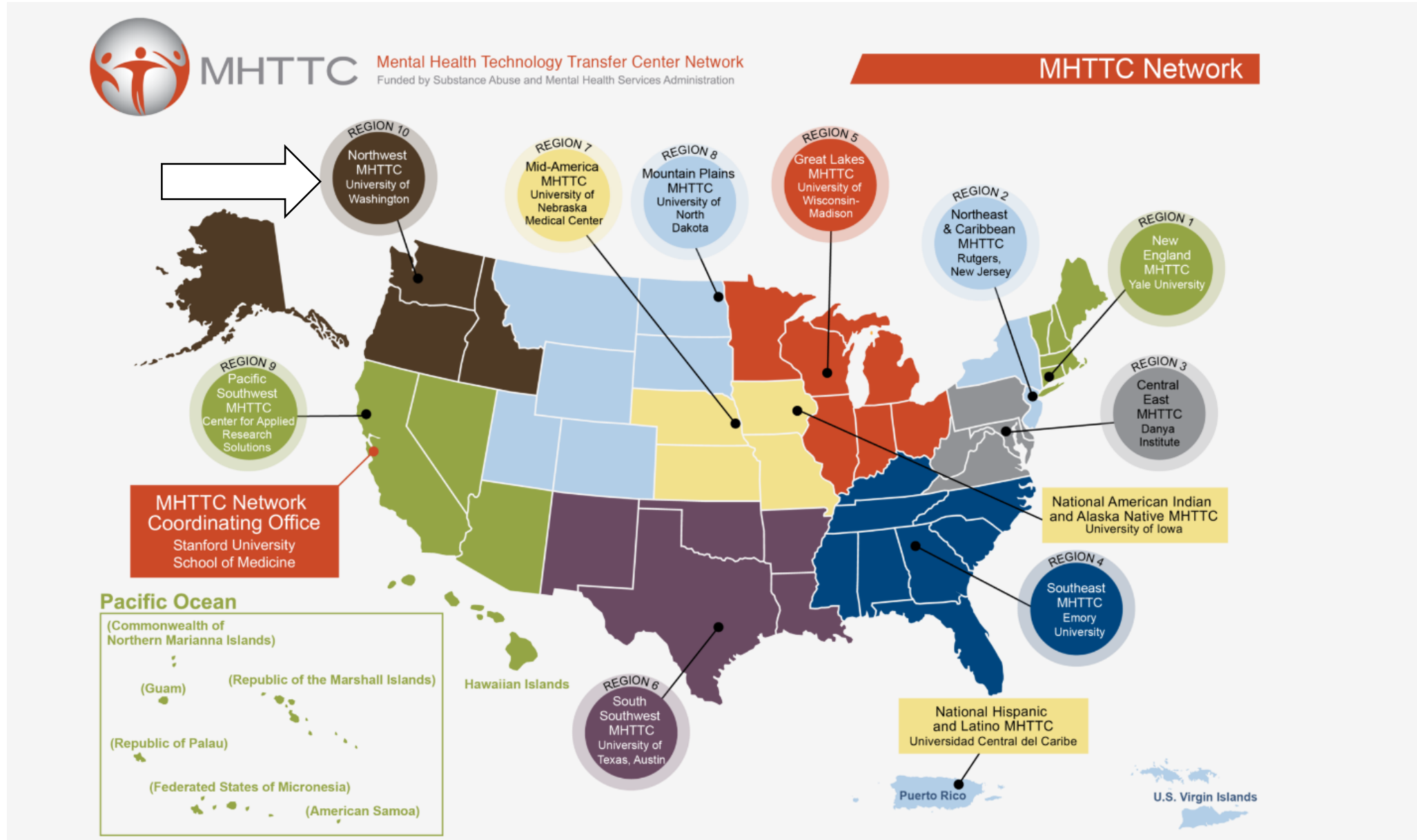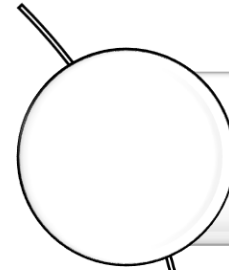Funded by Substance Abuse and Mental Health Services Administration

Project Staff
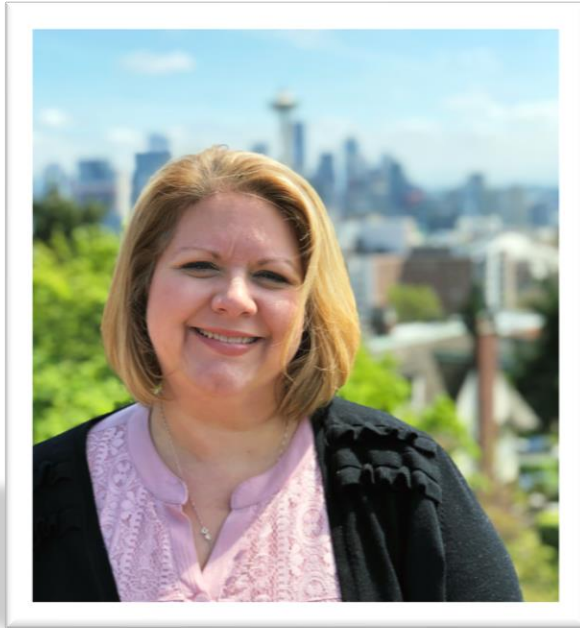
Kelcey Schmitz,
School Mental Health Lead
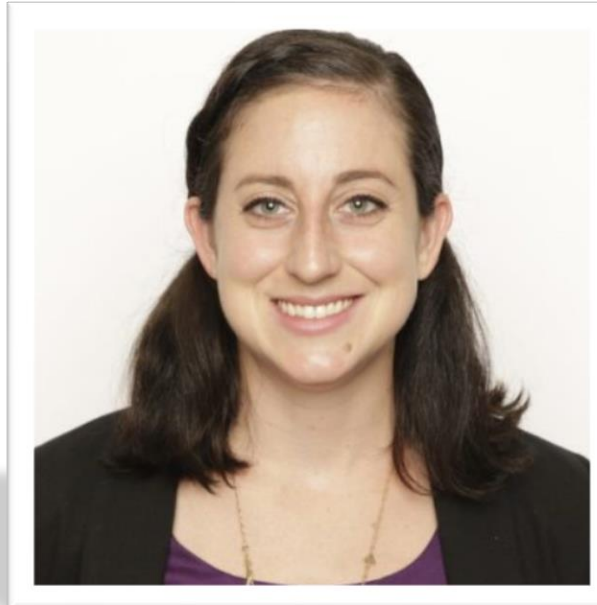
Megan Lucy,
Program Coordinator
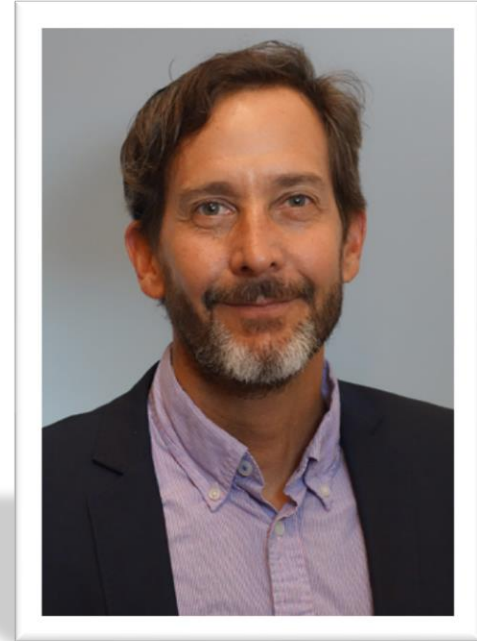
Eric Bruns,
Project Director
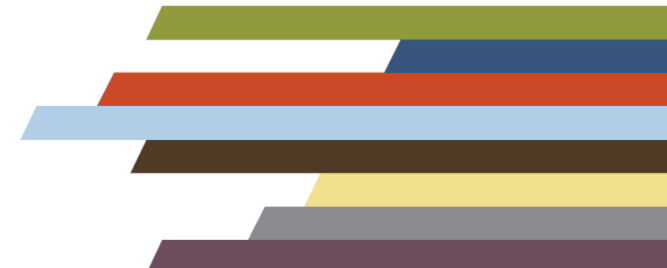
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REGION 10
Northwest MHTTC
University of Washington

SMART
School Mental Health Assessment
Research & Training Center

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Websites:

- **MHTTC:** https://tinyurl.com/nwsmh
- **UW SMART Center:** https://depts.washington.edu/uwsmart/

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Evaluations

- Required by our funder
- <u>If there are multiple attendees in your location please have each person complete an evaluation</u>
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- Very important! We will end a few minutes early and ask that you please take a few moments to complete.
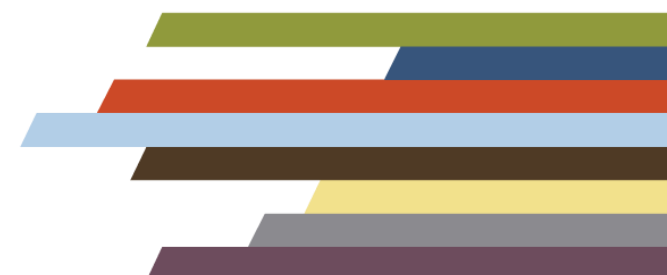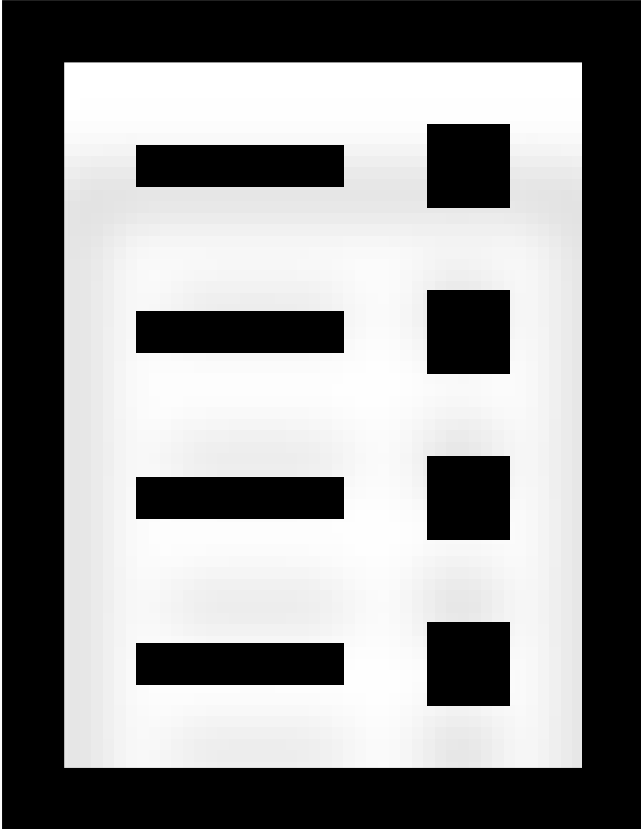
Today's Speakers

Vivien Villaverde, LCSW, PPSC

Clinical Associate Professor in the Field Education Department of the University of Southern California Suzanne Dworak-Peck School of Social Work and a member of the Treatment and Services Adaptation Center for Schools

Pamela Vona, MA, MPH

Program Manager at Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools

TSA Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

The Trauma-Responsive School Implementation Assessment

Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

What is a *trauma-responsive* school system?

Unpacking the black box...

Guiding Principles of Trauma-informed Care

Safety

Trust & Transparency

Peer Support

Collaboration & Mutuality

Empowerment, Voice & Choice

Cultural Humility

TSA Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

Principles of Trauma-Responsive Systems

- Safety
  - ✓Physical safety
  - ✓Psychological safety
  - ✓Access to support
  - ✓Modeling of calm behavior

Principles of Trauma Responsive Systems

- Peer Support
  - ✓ Positive interactions between students are encouraged and acknowledged by staff members.
  - ✓ Students are given opportunities to practice appropriate peer interactions
  - ✓ Staff members recognize one another's personal strengths

Principles of Trauma-Responsive Systems

- Trust and Transparency
  - ✓Clear expectations
  - ✓Predictability
  - ✓Consistency

Principles of Trauma-Responsive Systems

- Collaboration & Mutuality
  - ✓ Partnering
  - ✓ Leveling of power
  - ✓ Meaningful shared decision-making

Principles of Trauma-Responsive Systems

- Empowerment, Voice & Choice
    - ✓Provide opportunities for success
    - ✓Engage in decision-making
    - ✓Encourage student to identify their own resources
    - ✓Acknowledge successes

Principles of Trauma-Responsive Systems

- Cultural Humility
  - ✓ Learn about students cultures but let them define the context of their individual experience
  - ✓ Identify strengths and assets of the culture
  - ✓ Understand inherent protective factors and coping mechanisms associated with each culture
  - ✓ Be aware of your own biases and its manifestations

Trauma Responsive School-Implementation Assessment

- Calls for schools to become trauma-informed

- Little guidance to help educators identify, adopt and implement trauma practices and policies

- Designed a user-friendly online instrument to enhance trauma programming

The Atlantic

EDUCATION

Holding Schools Responsible for Addressing Childhood Trauma

A federal lawsuit alleges that the Compton, California, school district failed to support kids who experience emotional stress.

Jonathan Alcorn / Reuters

ANGELA ALMEIDA | MAY 19, 2015

TRS-IA Development Timeline

October — December — March — May — July — August — October

October: Literature and Program Review

December: Preliminary Outline of Domains and Indicators

March: Expert Ratings of 7 Domains Round 1

May: Virtual dialogue addressing items not in consensus and rating of revised indicators

July: Expert Ratings of 1 additional domain

October: Domains and Indicators Finalized & Programming

Key Components of a Trauma-Responsive School

Community and Family Supports
Whole School Safety and Prevention Planning & Staff Support
Whole School Trauma Programming
Classroom-Based strategies
Early Interventions for Trauma
Targeted Interventions for Trauma

Safety
Trust & Transparency
Peer Support
Collaboration & Mutuality
Empowerment, Voice & Choice
Cultural Humility

TSA Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

MTSS framework aligns with the trauma-informed approach
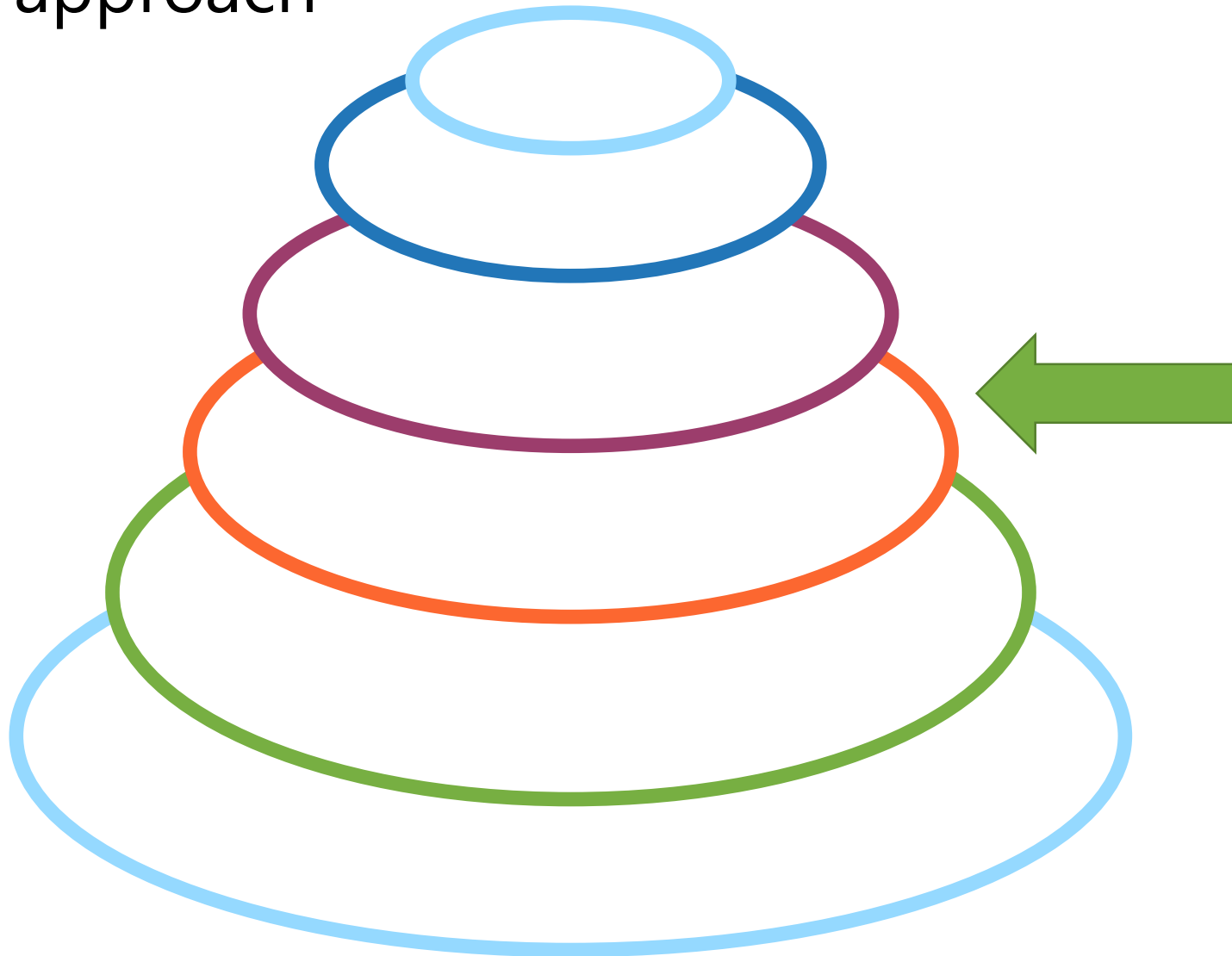
Safety

Trust & Transparency

Peer Support

Collaboration & Mutuality

Empowerment, Voice & Choice

Cultural Humility

TSA Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

Trauma Responsive School Implementation Assessment

SHAPE

School Health Assessment
and Performance Evaluation System

What is SHAPE?

A **free**, interactive tool designed to improve accountability,
excellence, and sustainability in school mental health
in schools, districts, and states.

Learn More

Take a Tour

From our school mental health quality assessment and
resource library, to custom reports and a library of free and
low-cost screening and assessment measures, SHAPE has
the tools teams need to improve school mental health
programming and sustainability in schools, districts, and
states. Take the tour to learn more.

📍 Overview   🔔 School Mental Health Profile   📊 Mental Health Quality   📄 Resource Center   ✔ Screening & Assessment   ➕ Trauma Responsiveness   ⚙ My School Account

DEMO SCHOOL

My Star Status ❓ ⭐
[View Certificate]

The Trauma Responsive Schools Implementation Assessment (TRS-IA)

is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

My Progress

Current Reporting Period: **January 2019 - December 2019**
Change Reporting Period ❓

[📄 Summary Report]

✔ Last completed on: 12/02/2019
Completed by 1 person.

Whole School Safety Planning
[Take Survey] [View Report]

Whole School Prevention Planning
[Take Survey] [View Report]

✔ Last completed on: 03/03/2020
Completed by 1 person.

Whole School Trauma Programming
[Take Survey] [View Report]

Classroom Strategies
[Take Survey] [View Report]

Prevention/ Early Intervention Trauma Programming
[Take Survey] [View Report]

Targeted Trauma-Informed Programming
[Take Survey] [View Report]

✔ Last completed on: 02/12/2020
Completed by 1 person.

Staff Self Care
[Take Survey] [View Report]

Family and Community Engagement
[Take Survey] [View Report]

Community and Family Supports

- Staff trained to be sensitive to racial and ethnic sensitivities (i.e. language, immigration status)

- School maintains partnerships with community organizations serving racial and ethnically diverse groups (i.e. churches, health centers) to further support the families in need

- School routinely provides opportunities to engage families and the broader community about trauma and its impact.

Community and Family Supports

Last completed on: 03/10/2020
Completed by 1 person.

Family and Community Engagement

Take Survey   View Report

Family and Community Engagement

Reporting Period: January 2019 - December 2019
Date of Report: 03/10/2020
Entered By: 1 User

About Family and Community Engagement

The Family and Community Engagement domain includes your school's policies, procedures, and activities for understanding racial/ethnic sensitivities and incorporating community priorities and resources into support services. Your team's Community Context score compri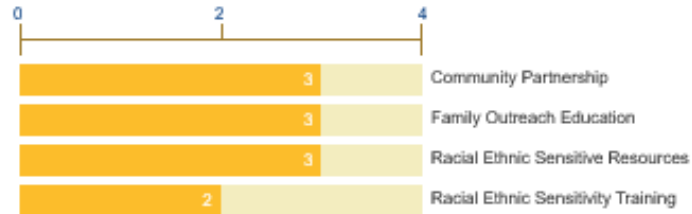ses your ratings on four indicators: 1) staff are trained to be aware and considerate of racial and ethnic sensitivities (i.e. language barriers, immigration status); 2) racially and ethnically sensitive resources and services are made available to the families of students receiving tier 2 and 3 interventions; 3) school maintains partnerships with community organizations serving racial and ethnically diverse groups (i.e. churches, health centers) to further support the families in need; and 4) school identifies opportunities to engage families and the broader community about trauma and its impact.

OVERALL COMPOSITE SCORE: 2.8

| 0 | 2 | 4 |

3	Community Partnership
3	Family Outreach Education
3	Racial Ethnic Sensitive Resources
2	Racial Ethnic Sensitivity Training

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Family and Community Engagement Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (*For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.*)

GOAL: _____

_____

How will you know if you've achieved success within this goal? (*For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.*)

INDICATOR OF SUCCESS: _____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

The **Resource Center** houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

Mental Health Quality | **Trauma Responsiveness**

Filter by Criteria

Domain ▼

- ☐ Safety Planning
- ☐ Prevention Planning
- ☐ Trauma Programming
- ☐ Classroom Strategies
- ☐ Early Intervention
- ☐ Targeted Programming
- ☐ Staff Self Care
- ☑ Engagement

Search

Engagement ✕ | Clear all

Showing 10 of 110 resources.

Per page: 25 ▼

Family and Community Engagement Guide

Critical Practices for Anti-Bias Education: Family and Community Engagement (Teaching Tolerance)

Trauma Responsive Schools Guide: Family and Community Engagement

The *Trauma Responsive Schools Guide: Family and Community Engagement* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **family and school engagement**.

Background:

The *Family and Community Engagement* domain includes indicators that represent your school's ability to understand, engage, and support families and the surrounding community. Your school's Family and Community Engagement score is a composite of four indicators:

(1) **Staff consideration of racial and ethnic sensitivity** - Staff are trained to be aware and considerate of racial and ethnic sensitivities (i.e. language barriers, immigration status)

(2) **Family and community engagement** - School routinely provides opportunities to engage families and the broader community about trauma and its impact

(3) **Cultural sensitive resources for families** – Racially- and ethnically- sensitive resources and services are made available to the families of students receiving Tier II and Tier III interventions

(4) **School partnerships with diverse community organizations** - School maintains partnerships with community organizations serving ethnically diverse groups (i.e. churches, health centers) to further support the families in need

Family and community engagement consists of developing and implementing policies, procedures, and activities for incorporating community priorities and resources into support services and understanding racial/ethnic sensitivities. The indicators in this domain represent various strategies to improve and maintain family and community engagement. These strategies also highlight the need to acknowledge and accommodate students and families based on their unique identities to facilitate engagement and improve the school's ability to support them. The process of developing and implementing such strategies should be conducted through collaborative meetings with a range of stakeholders to ensure that these strategies adequately address the unique needs of students, families, the school, and community.

> *Schools thrive and student outcomes improve when schools partner with families and communities.*

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This document should be cited as NCTSN TSA for Resilience, Hope, and Wellness in Schools and the national CSMH (2017). Trauma Responsive Schools Guide: Family and Community Engagement. Retrieved from www.theSHAPESystem.com

Importance of Family and Community Engagement

Schools thrive and student outcomes improve when schools partner with families and communities. Also, schools are able to respond effectively to the needs of students when they actively involve families and community organizations. It is important that these efforts are sensitive to the unique racial/ethnic and cultural backgrounds of students, because it can facilitate and strengthen relationships between students and school staff. Specifically, schools that make such efforts demonstrate to their students that they value their cultural, emotional, and intellectual needs, which can improve school connectedness and achievement.

Elements of Family and Community Engagement include:

✓ Assessing current levels of family and community engagement in the school
✓ Training staff on cultural sensitivity
✓ Providing culturally sensitive resources and services to students and families
✓ Establishing partnerships with community agencies who serve diverse populations
✓ Creating programs and opportunities that occur regularly to engage families and the community
✓ Assessing the implementation and effectiveness of family and community engagement efforts

Action Steps:

1. Train staff to be considerate of racial and ethnic sensitivities.

- Gather information to understand the racial and ethnic factors that are relevant to community served by the school
- Examine the school's physical environment to ensure students' racial and ethnic identities are reflected in the physical spaces of the school
- Examine school data to determine whether certain groups are over- or under-represented in certain spaces (e.g., special education; honors classes; suspensions)
- Celebrate the cultural diversity of staff and students via school events and curriculum
- Conduct all-staff training on culturally responsive teaching strategies, including:
  - Highlight the importance of culturally responsive teaching and staff's ability to be sensitive and supportive to students from diverse backgrounds
  - Building teacher-student relationships that are cross cultural
  - Providing education about the effect of historical trauma, racism, and implicit biases on student performance
- Provide opportunities for students and families to share their histories and cultures with teachers and administrators
- Provide staff and services of similar backgrounds as students in order to ensure understanding and to build and maintain safety and trust.
- Consider an individual's ability to be sensitive to racial/ethnic and cultural differences during the interview/hiring process for school staff to determine fit for school's culture before hiring them

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Whole School Safety and Prevention Planning

- School climate assessment
- Trauma-informed emergency drills
- Clearly defined school wide behavioral expectations (e.g. PBIS)
- Adequate supervision
- Threat assessment strategy
- Bullying prevention

Key Components of a Trauma-Responsive School

Whole School Safety and Prevention Planning

Key Components of a Trauma-Responsive School

Whole School Prevention Planning

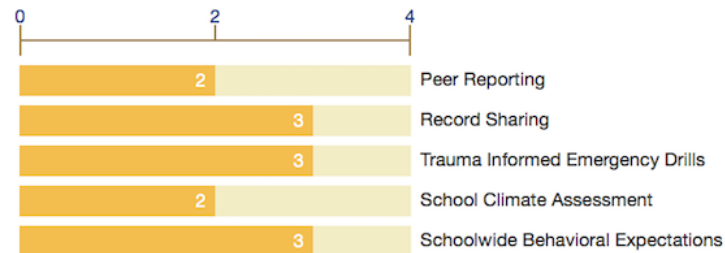Reporting Period: January 2019 - December 2019
Date of Report: 03/16/2020
Entered By: 1 User

About Whole School Prevention Planning

Whole School Prevention Planning is a comprehensive approach to preventing the occurrence of a traumatic event on a school campus. Your school's Whole School Prevention Planning score is a composite of five indicators: 1) establishing and utilizing a clearly defined process for students to share concerns about their fellow peers; 2) establishing and following a clearly defined process for sharing academic, legal, and mental health records across relevant school staff, mental health professionals, and law enforcement; 3) conducting a comprehensive assessment of school climate, 4) educating staff so that any emergency drills are conducted in a trauma-sensitive manner; and 5) clearly defined and articulated behavioral expectations for students that staff are trained to reinforce.

OVERALL COMPOSITE SCORE: 2.6

	Score
Peer Reporting	2
Record Sharing	3
Trauma Informed Emergency Drills	3
School Climate Assessment	2
Schoolwide Behavioral Expectations	3

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Prevention Planning Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. *(For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)*

GOAL: _____

_____

How will you know if you've achieved success within this goal? *(For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)*

INDICATOR OF SUCCESS: _____

_____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

The **Resource Center** houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

Mental Health Quality　　　**＋ Trauma Responsiveness**

Filter by Criteria

Domain ▼

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- ☑ Prevention Planning
- ☐ Trauma Programming
- ☐ Classroom Strategies
- ☐ Early Intervention
- ☐ Targeted Programming
- ☐ Staff Self Care
- ☐ Engagement

Search 🔍

Prevention Planning ✖　　Clear all

Showing 26 of 110 resources.

Per page: 25 ▼

Whole School Prevention Planning Guide

◁

Active Shooter and Armed Assailant Drills

◁

Trauma Responsive Schools Guide: Whole School Prevention Planning

The *Trauma Responsive Schools Guide: Whole School Prevention Planning* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **whole school prevention planning**.

Background:

The *Whole School Prevention Planning* domain includes indicators that represent a comprehensive approach to preventing the occurrence of a traumatic event on a school campus. Your school's Whole School Prevention Planning score is a composite of five indicators:

(1) **Mechanisms for student to share concerns about peers** - Establish and utilize a clearly defined process for students to share concerns about their fellow peers

(2) **Mechanism for sharing academic, legal, and mental health records** - Establish and follow a clearly-defined process for sharing academic, legal, and mental health records among relevant parties (teachers, counselors, law enforcement)

(3) **School climate assessment** – Survey a range of stakeholders (e.g., parents, staff, school resource officers, security officials and students) about their perceptions of your school's climate and reassess at least annually with as many stakeholder groups as possible

(4) **Trauma-informed emergency drills** – Educate and train staff to conduct emergency drills in a way that is sensitive to students with trauma histories

(5) **School-wide behavioral expectations** – Create clearly defined and articulated behavioral expectations for students. Train school staff in a strategy to reinforce behavioral expectations

School prevention planning includes establishing, refining, and utilizing school protocols and procedures to decrease the likelihood of trauma on school campuses. The indicators in this domain represent planning activities your school or district can engage in to prevent the occurrence of traumatic events. These planning activities also include modifying school procedures to be sensitive

> *Many school-based traumatic events can be prevented with proper planning. Creating specific protocols before traumatic events occur can ensure that students, teachers, and school staff are prepared to address events if they happen, which can save lives, prevent injuries, and minimize damage to school property.*

to students with trauma histories and protect the privacy of students with mental health needs. Planning should be conducted through collaborative meetings with a range of stakeholders to ensure that school protocols adequately address the unique needs of each student, teacher, and staff member.

Importance of Prevention Planning

School prevention planning can minimize the occurrence of a traumatic event on a school campus. It is important to create, standardize, monitor and modify as needed your policies and procedures implemented by all members of the school campus. Standardized policies and procedures help schools establish and maintain consistent, predictable expectations of student and staff behavior. For instance, students may be more likely to share concerns about their peers if there is a clearly defined and developmentally appropriate process to do so. Also, the confidentiality of students with mental health concerns and trauma histories can be maintained while ensuring those students are treated with care during routine school events and safety drills with proper protocols in place. Fortunately, many school-based traumatic events can be prevented with proper planning. Creating specific protocols before traumatic events occur can ensure that students, teachers, and school staff are prepared to address events if they happen, which can save lives, prevent injuries, and minimize damage to school property.

Elements of Prevention Planning include:
- ✓ Assessing current school climate
- ✓ Articulating behavioral expectations of staff and students
- ✓ Creating a system to reinforce desired behaviors
- ✓ Creating a process for students to report concerns about peers
- ✓ Creating a protocol for sharing confidential student records
- ✓ Modifying emergency drills to be trauma sensitive
- ✓ Assessing implementation of prevention plans

Action Steps:

1. **Create mechanisms for students to share concerns about peers.**
   - o Identify the current mechanism for students to share concerns about their peers and necessary areas of improvement.
   - o Consult with relevant partners and stakeholders for feedback and best practices.
   - o Update existing mechanisms or develop a new mechanism for sharing concerns.
   - o Clearly communicate the process to students and staff, and their roles and responsibilities.
   - o Ongoing review and modification of mechanisms as needed to improve effectiveness.

2. **Create mechanisms for sharing legal, academic and mental health records.**
   - o Consult with school/district personnel as well as community mental health partners or care management organizations to identify existing policies.

Whole School Staff Support

- Building staff awareness of compassion fatigue and STS

- Staff peer support for working with trauma exposed students

- Availability of on-campus resources for staff working with trauma exposed students

Key Components of a Trauma-Responsive School

Whole School Staff Support
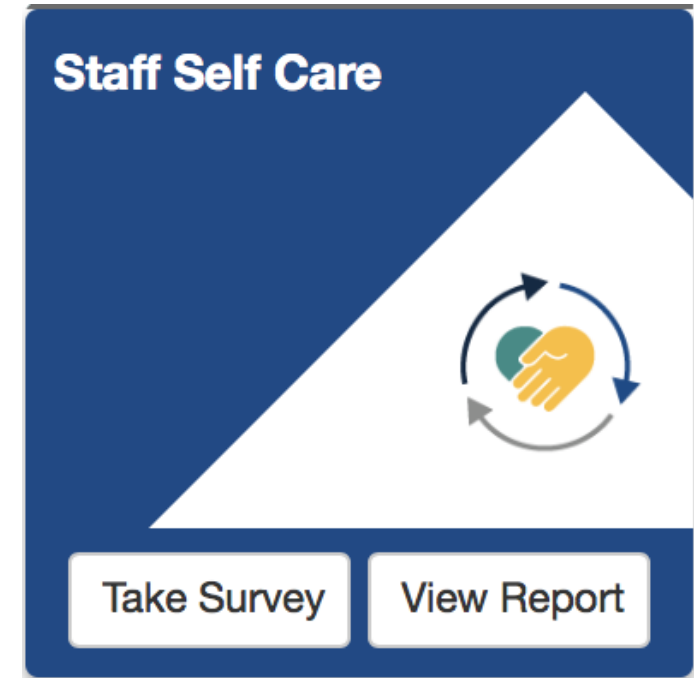
Key Components of a Trauma-Responsive School

Staff Self Care

Reporting Period: January 2019 - December 2019
Date of Report: 03/16/2020
Entered By: 1 User

About Staff Self Care

Staff Self Care includes schoolwide policies and strategies that encourage staff self care and promote management of secondary traumatic stress and compassion fatigue. Self care is an often overlooked component of a trauma informed school that has been gaining increasing recognition and promotes wellness and peer support among staff. Your team's Staff Self Care self-assessment score comprises your ratings on three indicators: (1) utilizing a standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self care strategies; (2) facilitating peer support among staff working with trauma exposed students; and (3) availability of resources for staff working with trauma exposed students.

OVERALL COMPOSITE SCORE: 1

1	Peer Support
1	Staff Awareness
1	Wellness Resources
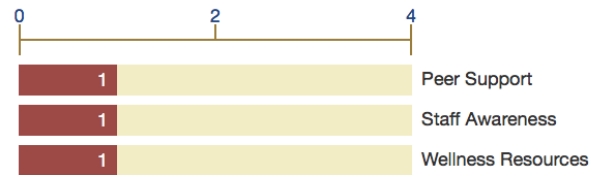
Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their staff self care include:

- Provide a staff training or professional development on compassion fatigue, secondary traumatic stress, and self care.
- Assess relationships among staff and opportunities for collaboration regarding students.
- Assess resources available to staff at the school level.

For more in-depth guidance on these actions and next steps, please refer to the *Staff Self Care Guide*.

This progress report was developed by the Treatment and Services Adaptation Center and the National Center for School Mental Health for the SHAPE System.

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. *(For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)*

GOAL: _____

_____

How will you know if you've achieved success within this goal? *(For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)*

INDICATOR OF SUCCESS: _____
_____
_____
_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

This progress report was developed by the Treatment and Services Adaptation Center and the National Center for School Mental Health for the SHAPE System.

The **Resource Center** houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

Mental Health Quality | **Trauma Responsiveness**

Filter by Criteria

Domain ▼

- ☐ Safety Planning
- ☑ Prevention Planning
- ☐ Trauma Programming
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- ☐ Early Intervention
- ☐ Targeted Programming
- ☐ Staff Self Care
- ☐ Engagement

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Prevention Planning ✕   Clear all

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Whole School Prevention Planning Guide
⤳

Active Shooter and Armed Assailant Drills
⤳

Trauma Responsive Schools Guide: Staff Self-Care

The *Trauma Responsive Schools Guide: Staff Self-Care* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **staff self-care**.

Background:

Staff Self-care includes schoolwide policies and strategies that encourage staff wellness and promote prevention and management of secondary traumatic stress and compassion fatigue. Self-care is an often-overlooked component of a trauma-informed school but has been gaining increasing recognition. Your school's staff self-care score is a composite of three indicators:

(1) **Routine staff monitoring:** Utilize a standard approach for building staff awareness and self-monitoring of compassion fatigue and secondary traumatic stress

(2) **Peer Support**: Facilitate peer support among staff working with trauma exposed students

(3) **On-campus Resources:** Availability of resources for staff working with trauma exposed students

> *"There is a cost to caring"*
> -Charles Figley

Importance of Staff Self-Care

It is widely accepted that individuals in helping roles or those that spend long hours with children impacted by violence and other traumatic events can themselves be negatively affected. As such, many educators may be at-risk for experiencing symptoms of secondary traumatic stress (STS) and/or compassion fatigue. STS can negatively impact the student-teacher relationship and leads to high rates of teacher turnover. Identifying strategies to enhance the wellness on our nation's educators is essential to providing students with a sensitive and consistent learning environment.

Elements of Staff Self-Care include:

- ✓ Enhancing awareness
- ✓ Monitoring and supporting staff
- ✓ Opportunities for peer support
- ✓ Availability of on-campus resources

Action Steps:

1. **Routine Monitoring**
   - o Provide staff trainings on compassion fatigue, secondary traumatic stress, and self care
   - o Provide reminders and space for staff to address their needs in these areas on an ongoing basis, incorporating staff voice and feedback

monitor secondary traumatic stress and compassion fatigue (e.g., Professional Quality of Life Questionnaire) or having staff create self care action plans
   - o Integrate questions about self care and compassion satisfaction into performance reviews
   - o Provide resources for continued learning about staff self care

2. **Peer Support**
   - o Assess relationships among staff and opportunities for staff collaboration in supporting students
   - o Pair up new teachers with mentor teachers, including protecting time for mentorship during school hours
   - o Provide ongoing staff trainings about the importance of peer support, which obtain staff ideas and recommendations about how they need to be supported in order to better support their students
   - o Create peer support groups in grade level teams, where teachers can build opportunities for collaboration about specific students and share moments of success
   - o Ongoing support and monitoring of implementation of peer support strategies; support can be provided, by admin, mental health team, and/or SEL team

3. **On Campus Resources**
   - o Arrange schedules so that staff have adequate time for breaks, lunch, and a space away from students during the school day
   - o Ensure staff have access to and are aware of employee assistance programs (counseling, childcare, Family and Medical Leave Act (FMLA))
   - o Meet with leadership and mental health team to assess resources at the school level
   - o Conduct needs assessment about type of resources desired (e.g., exercise class, support group, ongoing training opportunities)
   - o Schedule and provide events and opportunities that enhance staff peer support across the school community. These include staff appreciation days and opportunities for individualized recognition.
   - o Creation of supports based on needs assessment and existing resources
   - o Referral support for staff seeking counseling
   - o Ongoing monitoring of needs as well as successes and struggles, including providing support to teachers who are accessing these supports frequently as well as checking in on teachers who have never used these supports; reassess on an ongoing basis
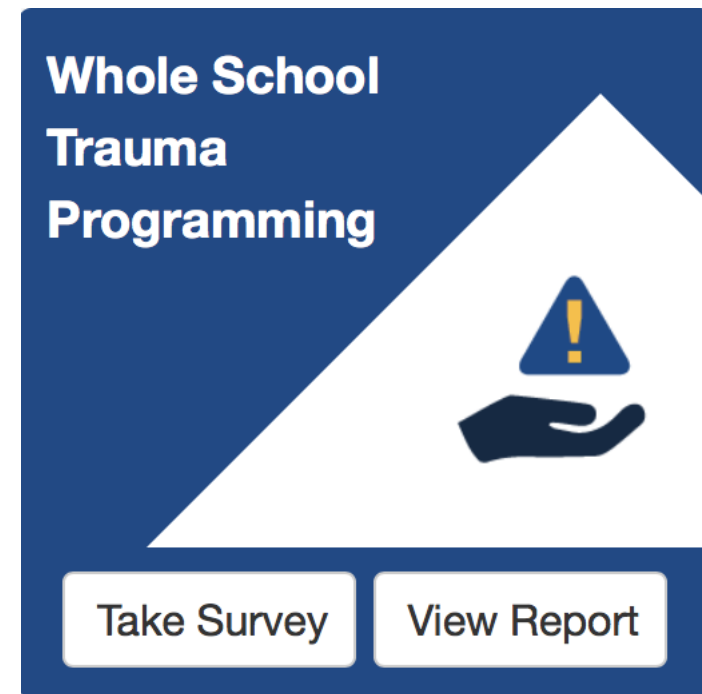
Whole School Trauma Programming

- Staff trained to provide emotional support to students following traumatic event (i.e. PFA for Schools, MH First Aid)

- Discipline policies that are sensitive to trauma exposed students

- School security and police trained to respond using tactics to de-escalate situations and avoid re-traumatization

- Restorative practices

Key Components of a Trauma-Responsive School

Whole School Trauma Programming

Key Components of a Trauma-Responsive School

Whole School Trauma Programming

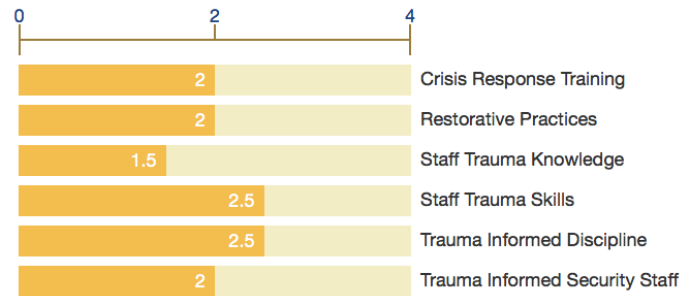Reporting Period: January 2019 - December 2019
Date of Report: 03/16/2020
Entered By: 1 User

About Whole School Trauma Programming

Whole School Trauma Programming includes programming and policies to support students affected by trauma, regardless of if the trauma was experienced at the school or elsewhere. Your school's Whole School Trauma Programming score is a composite of six indicators: 1) training staff to provide emotional support to students following a traumatic event; 2) developing and utilizing clearly defined discipline policies that are sensitive to trauma-exposed students; 3) training school security personnel to identify symptoms of trauma and respond using tactics to avoid re-traumatization; 4) establishing and following a restorative approach to resolving conflicts that arise on campus; 5) educating all staff about trauma and its effect on students; and 6) training all staff in skills for working with trauma-affected students.

OVERALL COMPOSITE SCORE: 2.1

Score	Indicator
2	Crisis Response Training
2	Restorative Practices
1.5	Staff Trauma Knowledge
2.5	Staff Trauma Skills
2.5	Trauma Informed Discipline
2	Trauma Informed Security Staff

Based on your responses, this is a *progressing* domain for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Trauma Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

This progress report was developed by the Treatment and Services Adaptation Center and the National Center for School Mental Health for the SHAPE System.

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. *(For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)*

GOAL: _____

_____

How will you know if you've achieved success within this goal? *(For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)*

INDICATOR OF SUCCESS: _____

_____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

This progress report was developed by the Treatment and Services Adaptation Center and the National Center for School Mental Health for the SHAPE System.

Trauma Responsive Schools Guide: Whole School Trauma Programming

The *Trauma Responsive Schools Guide: Whole School Trauma Programming* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **whole school trauma programming**.

Background:

The *Whole School Trauma Programming* includes programming and policies to support students affected by trauma, regardless of if the trauma was experienced at the school or elsewhere. This domain includes staff training and school policies to ensure that staff are aware of the effect of trauma on students and equipped to respond to students in a trauma-sensitive manner. Your school's Whole School Trauma Programming score is a composite of six indicators:

(1) **Training in crisis response approach sensitive to trauma** – Train teachers and/or school staff to provide emotional support to students following a traumatic event

(2) **Trauma-informed discipline policies** – Develop and utilize clearly defined discipline policies that are sensitive to trauma exposed students

(3) **Trauma-informed school policing approaches** – Train school security personnel to identify symptoms of trauma and respond using tactics to avoid re-traumatization

(4) **Restorative Practices** –Establish and follow a restorative approach to resolving conflicts that arise on campus by training staff in a restorative approach.

(5) **Training to enhance staff knowledge about trauma** – Educate all staff about trauma and its effect on students

(6) **Training to enhance staff skills in dealing with traumatized students** – Train all staff in skills for working with trauma-affected students

Importance of Trauma Programming

Symptoms of post-traumatic stress disorder can directly impact a student's ability to thrive in school. For instance, thinking about the traumatic event can distract a student from learning in class and result in poorer grades. Additionally, some students may have difficulties relating to peers and managing their emotions after a traumatic event, which can lead to an increase in behavior problems and subsequent disciplinary actions. Since over 60% of youth have experienced some form of trauma in

their home, community, or school, it is important that schools implement programming and policies to support students who have been affected by trauma.

Elements of Trauma Programming include:
✓ Educate staff on the effects of trauma on students' functioning and well-being
✓ Train and support staff on how to identify trauma symptoms
✓ Train and support staff on strategies to assist students affected by trauma in the classroom and schoolwide
✓ Train and support school security personnel in trauma sensitive response tactics
✓ Train and support staff to utilize Restorative Practices to resolve conflicts
✓ Modify existing school discipline policies to be more trauma sensitive

Action Steps:

1. Conduct training to enhance staff knowledge about trauma.
- Explain and emphasize the importance of being knowledgeable about trauma and its effects on students to administration and key decision makers
- Schedule and deliver initial professional development to create understanding and consensus about trauma and students
  - This professional development should include a pre-post assessment of trauma knowledge, attitudes about trauma-informed care, as well as the characteristics of a trauma-informed environment included specific strategies at all three tiers of the MTSS/RTI model
- Provide opportunities for continued learning about the effect of trauma on students, by starting a reading/discussion group, providing access to online learning opportunities, or providing other follow-up mechanisms to encourage ongoing dialogue throughout the school year
- Integrate training on the impact of trauma into orientation procedures for newly hired staff

2. Conduct training to enhance staff skills in dealing with traumatized students.
- Emphasize the importance of staff receiving training in trauma informed practices to administration and key decision makers
- Integrate examples of trauma-informed practices into existing trainings, such as crisis intervention or Social Emotional Learning (SEL) programs
- Select an evidence-based training approach to training. (see resources for details)
- Schedule and deliver professional development using the selected approach to teach staff specific skills to create safe classrooms, foster student emotional regulation, build strong teacher-student relationships, and utilize de-escalation skills.
- Create opportunities for ongoing learning and practice of trauma-informed strategies through small group coaching sessions or utilizing push-in classroom assistance by a mental health professional
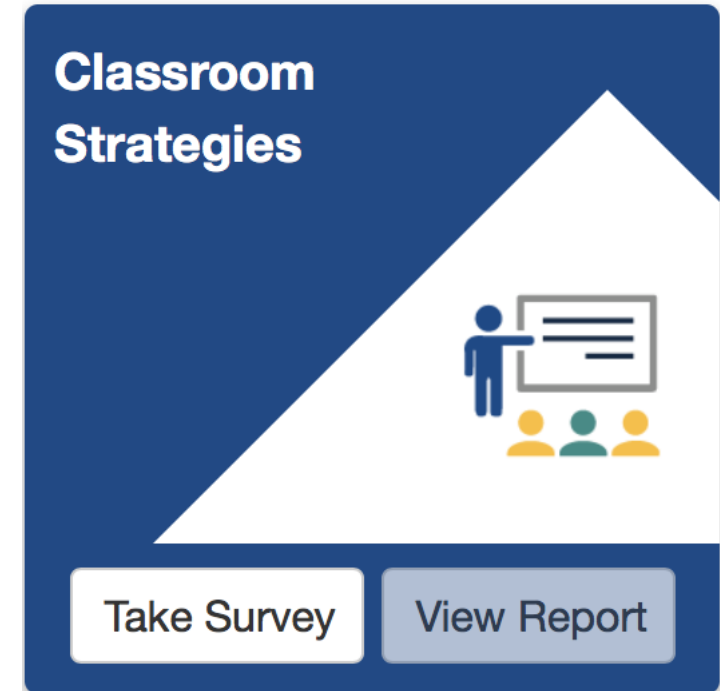
Classroom-based Strategies

- Use of socio-emotional learning programs (e.g. Second Step)
- Safe and calm classroom settings
- Integration of trauma history into the IEP process

Key Components of a Trauma-Responsive School

Classroom-based Strategies

Key Components of a Trauma-Responsive School

Classroom Strategies

Reporting Period: January 2019 - December 2019
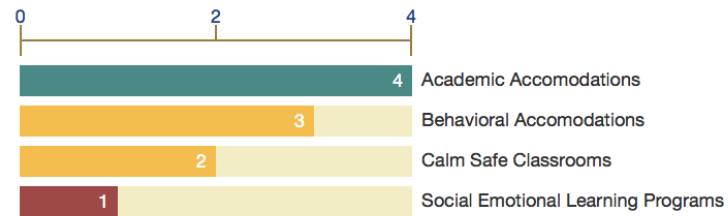**Date of Report:** 03/16/2020
Entered By: 1 User

About Classroom Strategies

Classroom Strategies are in-class procedures designed to better accommodate students dealing with trauma. These involve physical safety as well as behavioral and academic support. Your Classroom Strategies self-assessment score comprises your ratings on four indicators: (1) incorporation of socio-emotional learning principles; (2) calm and safe classroom climates; (3) your school's approach toward classroom-based behavioral supports for students affected by trauma; and (4) your school's policies on special academic accommodations for traumatized students.

OVERALL COMPOSITE SCORE: 2.5

Score	Category
4	Academic Accomodations
3	Behavioral Accomodations
2	Calm Safe Classrooms
1	Social Emotional Learning Programs

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Classroom Strtegies Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. *(For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)*

GOAL: _____

_____

How will you know if you've achieved success within this goal? *(For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)*

INDICATOR OF SUCCESS: _____

_____

_____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

Trauma Responsive Schools Guide: Classroom Strategies

The *Trauma Responsive Schools Guide: Classroom Strategies* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **classroom strategies**.

Background:

The *Classroom Strategies* domain includes in-class procedures designed to better accommodate students dealing with trauma. Your school's Classroom Strategies score is a composite of four indicators:

(1) **Social-emotional learning programs** – Incorporation of social-emotional learning principles into work with students

(2) **Safe and calm classroom climate** - Establish classroom environments that are sensitive to needs of trauma-affected students

(3) **Classroom-based behavioral supports for traumatized students** - Implement a standardized approach toward classroom-based behavioral supports for students affected by trauma

(4) **Special academic accommodations for traumatized students** - Establish school policies on special academic accommodations for traumatized students

Importance of Classroom Strategies

The indicators in this domain represent strategies to improve the social-emotional functioning of students, the climate of the classroom, as well as classroom and academic supports to respond to the sensitive to the needs of trauma-affected students. Students who have been affected by trauma may experience physical and emotional distress, which can impair their ability to learn and perform academically. These students would benefit from receiving special accommodations and supports, similar to students with learning and behavioral difficulties, due to the significant impairment that may follow exposure to trauma. Teachers can also improve the well-being of trauma-affected students by creating a safe and calm classroom to facilitate a healthy learning environment to help every student succeed. Additionally, teachers can implement classroom-wide strategies to improve the social-emotional functioning of their students, which can improve all students' outcomes whether or not they have been affected by trauma.

> *Trauma can impair students' academic performance and ability to learn.*

Components of Implementing Classroom Strategies include:
✓ Assess current classroom strategies used across the school
✓ Incorporation of social-emotional learning principles into work with students
✓ Establish trauma-sensitive classroom environments
✓ Implement classroom behavioral supports for trauma-affected students
✓ Provide academic accommodations to trauma-affected students

Action Steps:

1. Create a safe and calm classroom climate.
- Select a school-wide approach to creating a safe and calm classroom
- Train staff in using the selected model or specific skill, which includes creating safe classrooms, fostering student emotional regulation, building strong teacher-student relationships, using de-escalation skills, how to set up universal classroom behavioral expectations, and how to promote classroom climates through morning meetings or classroom communities building circles
- Provide on-going support and coaching for teachers to incorporate strategies into their classroom.
    - Supports can include assistance with managing classroom conflict, explaining importance of classroom climate to students, conducting classroom observations, and providing direct feedback to teachers
- Offer on-going support for teachers to implement specific in-class programming (e.g., calm corner, sensory breaks)
- Foster an environment so teachers can support each other in creating safe classrooms
- Ensure fidelity to chosen model or specific skill by engaging in on-going process monitoring
- Set up the data collection structure to support relevant outcome evaluation efforts

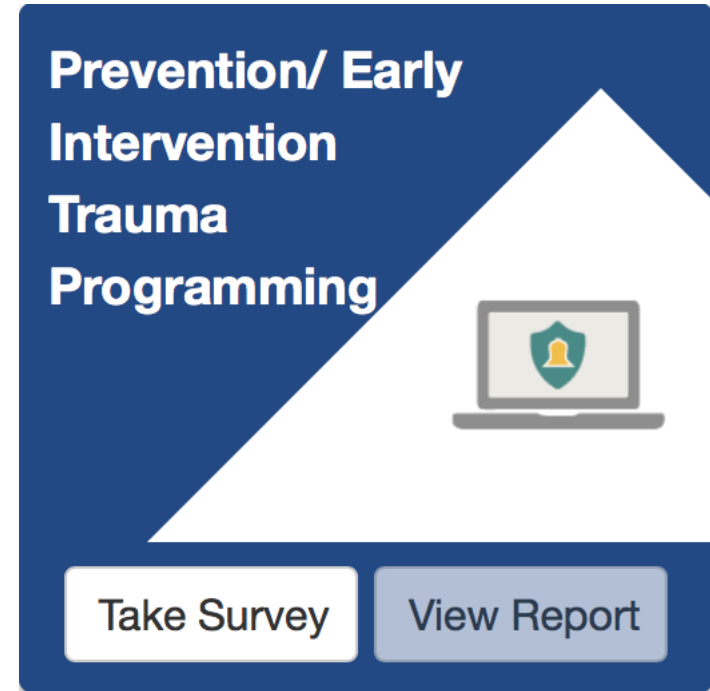**2. Implement socio-emotional learning programs in classrooms.**
- Select an evidence-based socio-emotional learning curriculum
- Provide initial professional development to train staff to implement socio-emotional learning curriculum, with a focus on the train-the-trainer model to promote sustainability
- Identify socio-emotional learning standards for all classrooms and provide teachers with activities that could help students meet those standards
- Engage teachers in exploration of their own socio-emotional learning practices, strengths and weaknesses, using the Adult Socio-Emotional Learning Self-Assessment, to reflect on their readiness to promote socio-emotional learning
- Provide support and on-going coaching in use of the curriculum throughout the school year
- Enhance fidelity through on-going process monitoring, including conducting observations of teachers and providing direct feedback to help support teacher in their implementation
- Evaluate the effectiveness of the implementation

Early Interventions for Trauma

- Inclusion of trauma items in mental health assessments
- Consistent implementation of trauma-informed evidence-based practices
  - Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  - Support for Students Exposed to Trauma (SSET)
  - Bounce Back

Key Components of a Trauma-Responsive School

Early Interventions for Trauma

Prevention/ Early Intervention Trauma Programming

Take Survey   View Report

Key Components of a Trauma-Responsive School

Prevention/ Early Intervention Trauma Programming

Reporting Period: January 2019 - December 2019
Date of Report: 03/16/2020
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About Prevention/ Early Intervention Trauma Programming

Prevention and Early Intervention Trauma Programming includes clinical strategies to identify and treat students affected by trauma. These policies and strategies are critical for connecting students with social and clinical resources. Your team's Prevention and Early Intervention Trauma Programming score comprises your ratings on two indicators: (1) the routine incorporation of trauma exposure into mental health assessments, and (2) implementing evidence-based early interventions (ex. CBITS, SSET, Bounce Back).

OVERALL COMPOSITE SCORE: 2.5

0	2	4
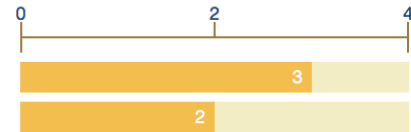
3 — Trauma Informed Evidence-Based Practices
2 — Trauma Exposure Assessment

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Prevention and Early Intervention Trauma Programming Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

This progress report was developed by the Treatment and Services Adaptation Center and the National Center for School Mental Health for the SHAPE System.
Page 1 of 5

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)

GOAL: _____

_____

How will you know if you've achieved success within this goal? (For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)

INDICATOR OF SUCCESS: _____

_____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

This progress report was developed by the Treatment and Services Adaptation Center and the National Center for School Mental Health for the SHAPE System.
Page 2 of 5

Trauma Responsive Schools Guide: Prevention and Early Intervention Trauma Programming

The *Trauma Responsive Schools Guide: Prevention and Early Intervention Trauma Programming* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **prevention and early intervention trauma programming**.

Background:

The *Prevention and Early Intervention Trauma Programming* domain includes clinical strategies to proactively identify and address trauma affecting students. Your school's Prevention and Early Intervention Trauma Programming score is a composite of two indicators:

(1) **Assessment of trauma exposure** – The extent to which trauma exposure is routinely incorporated into school mental health assessments

(2) **Evidence-based early interventions** – Your school's capability to implement evidence-based early interventions (examples include Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Support for Students Exposed to Trauma (SSET), Bounce Back).

> *Students can be connected with much needed resources quickly and appropriately through early intervention mechanisms, including trauma assessments and evidence-based programming.*

The indicators in this domain represent the processes your school or district can engage in to better identify students who may be affected by trauma and connect them with the appropriate resources. These processes can include standardized assessment procedures as well as the implementation of trauma-informed early interventions.

Importance of Prevention and Early Intervention Trauma Programming

Prevention and early intervention trauma programming strategies are critical for connecting students with social and clinical resources. By identifying at-risk students early, the school can appropriately link these students with programming to prevent the onset of more severe academic, behavioral, emotional, and social consequences. Early interventions are commonly delivered in a group setting on school grounds. These interventions are less intensive than the individual therapy a student may receive in a more traditional, clinic or hospital-based setting.

Elements of Prevention and Early Intervention Trauma Programming include:

✓ Yearly assessments that incorporate trauma exposure into the assessment process
✓ Selecting early intervention programming that fits the needs of your school
✓ Training and supporting staff to facilitate early intervention programs
✓ Implementing and maintaining early intervention programming

Action Steps:

(1) Screening:
- Meet with leadership and mental health team to understand need for screening and establish buy-in
- Collaborate with district administration to identify a screening process that will meet district needs while respecting privacy needs for family
- Work with school mental health team to determine capacity for screening (ex. by starting with one classroom or grade level at a time before implementing whole-school assessment)
- Choose an evidence-based screening tool that is free and easy to use and score
- Train mental health professionals in the appropriate use of the screening tool, including consent and confidentiality requirements
- Determine a process for sharing information from screening to ensure that all staff is aware of the role trauma exposure may play in the student's school performance while respecting privacy and confidentiality
- Screen students to determine eligibility for inclusion in interventions and/or other referrals

(2) Evidence-based Early Interventions (EBIs):
- Dedicate a portion of mental health staff time to delivery of EBIs
- Choose an appropriate early intervention that meets the needs and capacity of the school
- Identify resources necessary for training and implementation of the intervention
- Collaborate with community mental health agencies for provision of EBIs
- Create a standardized referral, screening, and consent process for implementing the EBI
- Train mental health professionals in implementation of the intervention
- Track attendance, fidelity, and any modifications throughout the intervention
- Monitor student progress
- Upon conclusion of the intervention, collect post assessment data and satisfaction surveys in order to improve for the next year

Resources:

(1) Assessment of trauma exposure
- Traumatic Events Screening Inventory for Children (TESI-C)
  - https://www.ptsd.va.gov/professional/assessment/child/tesi.asp
- Child Exposure Checklist
- PTSD Symptom Scale
- Foa's Child PTSD Symptom Scale (CPSS)
- GAD-7
- Spence Children's Anxiety Scale

Targeted Interventions for Trauma

- Multidisciplinary team meetings include trauma exposure in conversations about student performance
- Partnerships with community-based trauma-informed community mental health providers

Key Components of a Trauma-Responsive School

Targeted Interventions for Trauma

Targeted Trauma-Informed Programming

Take Survey   View Report

Key Components of a Trauma-Responsive School

Targeted Trauma-Informed Programming

Reporting Period: January 2019 - December 2019
**Date of Report:** 03/16/2020
Entered By: 1 User

About Targeted Trauma-Informed Programming

Targeted Trauma-Informed Programming includes specific school and community programming targeting students experiencing significant symptoms related to trauma exposure. Your team's Targeted Trauma-Informed Programming self-assessment score comprises your ratings on two indicators: (1) holding routine multidisciplinary meetings that incorporate understanding of student trauma exposure; and (2) forming relationships with community health agencies skilled in providing mental health services to students with trauma histories.

OVERALL COMPOSITE SCORE: 3

0	2	4

3	Community Mental Health Partnership
3	Multidisciplinary Team
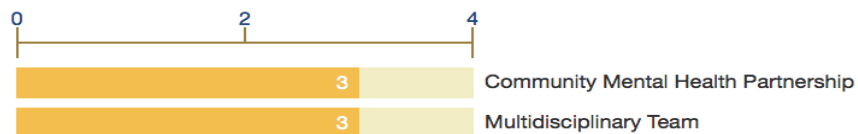
Based on your responses, this is a *advanced domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Targeted Trauma-Informed Programming Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. *(For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)*

GOAL: _____

_____

How will you know if you've achieved success within this goal? *(For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)*

INDICATOR OF SUCCESS: _____

_____

_____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

Trauma Responsive Schools Guide: Targeted Trauma-Informed Programming

The *Trauma Responsive Schools Guide: Targeted Trauma-Informed Programming* is part of a collection of resources developed by the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation (TSA) Center on Resilience, Hope and Wellness in Schools and the Center for School Mental Health for The SHAPE System (theSHAPEsystem.com) that provides guidance to help schools become more trauma responsive. This guide includes background information, action steps and resources to support your school or district's quality improvement in **targeted trauma-informed programming**.

Background:

The Targeted Trauma-informed Programming domain includes specific school and community services for students experiencing significant symptoms related to trauma exposure. Your school's Targeted Trauma-informed Programming score is a composite of two indicators.

(1) **Trauma-informed multidisciplinary meetings** - holding routine multidisciplinary meetings that incorporate understanding of student trauma exposure

(2) **Community provider connections -** forming relationships with community health agencies skilled in providing mental health services to students with trauma histories and symptoms.

Targeted trauma-informed programming involves coordination of staff and resources centered around supporting students experiencing significant symptoms of trauma. The indicators in this domain represent activities and connections your school can utilize to provide students with trauma-informed evidence-based practices. This programming involves collaboration with stakeholders within the school and throughout the larger community.

> *Equipping staff with the resources to support students exhibiting symptoms of trauma is critical to providing a safe and supportive educational environment.*

Importance of Targeted Trauma-Informed Programming

Targeted trauma-informed programming in schools is critical for supporting students affected by trauma. This kind of programming equips school administration, staff and clinicians with the resources to effectively support students affected by trauma. Individual staff and staff teams will have a better understanding of how to approach a student's unique situation. Additionally, while school mental health staff should be trained in trauma treatments, it is also crucial for schools to form relationships with community providers skilled in working with students affected by trauma. These community providers may be able to provide the students with social and clinical resources the school may not have.

Elements of Targeted Trauma Informed Programming include:

- ✓ Holding multidisciplinary meetings with school staff that incorporate student trauma exposure
- ✓ Ensuring staff understand the importance of considering student trauma exposure
- ✓ Connections with community providers skilled in working with youth affected by trauma

Action Steps:

(1) Regular Multidisciplinary Meetings regarding student:
- o Identify existing school teams that discuss students (e.g., Multi-Tiered System of Support (MTSS) team, Response to Intervention (RTI) team, Culture and Climate Team, Grade Level Team, Student Support/504 teams, Individualized Education Plan (IEP) teams)
- o Provide training to key staff involved in multidisciplinary teams about how to identify warning signs (academic, attendance, behavioral, social/emotional or other) that may be indicative of trauma exposure, and establish a clear process for referral of students for follow up screening regarding trauma exposure and symptoms
- o Ensure that existing teams discussing student data have a structured format for student discussion (e.g., MTSS Problem Solving approach) in which data are incorporated into discussions about students. If no structured format exists, create a format to discuss specific students and create appropriate ways to present and discuss students
- o Create a menu of tiered interventions that can be utilized to support students exposed to trauma
- o Create clear plans for how information obtained via screening for trauma exposure will be utilized and communicated within the team and outside of the team, ensuring confidentiality and privacy for the student
- o Create action plan and next steps prior to leaving each meeting
- o Provide feedback loop and way to track students who are discussed

(2) Links to community-based trauma informed mental health practitioners:
- o Identify existing community partnerships and clarify whether they have training in providing trauma-informed care and trauma-specific treatments
- o Establish a point person within the school who will collaborate with the community providers on a regular basis to problem solve barriers as they arise and to communicate about student needs/progress
- o Create an MOU or shared agreement that clarifies the protocols and procedures for payment, referrals, and sharing of information, consistent with FERPA and HIPAA regulations
- o Where necessary, establish new community partnerships with agencies with specific trauma experience.
- o Schedule meetings to discuss respective needs and resources, as well as successes and challenges
- o Monitor effectiveness of services provided.

Resources:

Published by the NCTSN TSA for Resilience, Hope, and Wellness in Schools and the national CSMH.
Permission is given to duplicate this document for professional use, as long as it is unaltered and complete.
This document should be cited as NCTSN TSA for Resilience, Hope, and Wellness in Schools and the national CSMH (2017). Trauma Responsive Schools Guide: Whole School Safety Planning.
Retrieved from www.theSHAPESystem.com

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Now Available!

The National School Mental Health Curriculum:
Guidance and Best Practices for States, Districts,
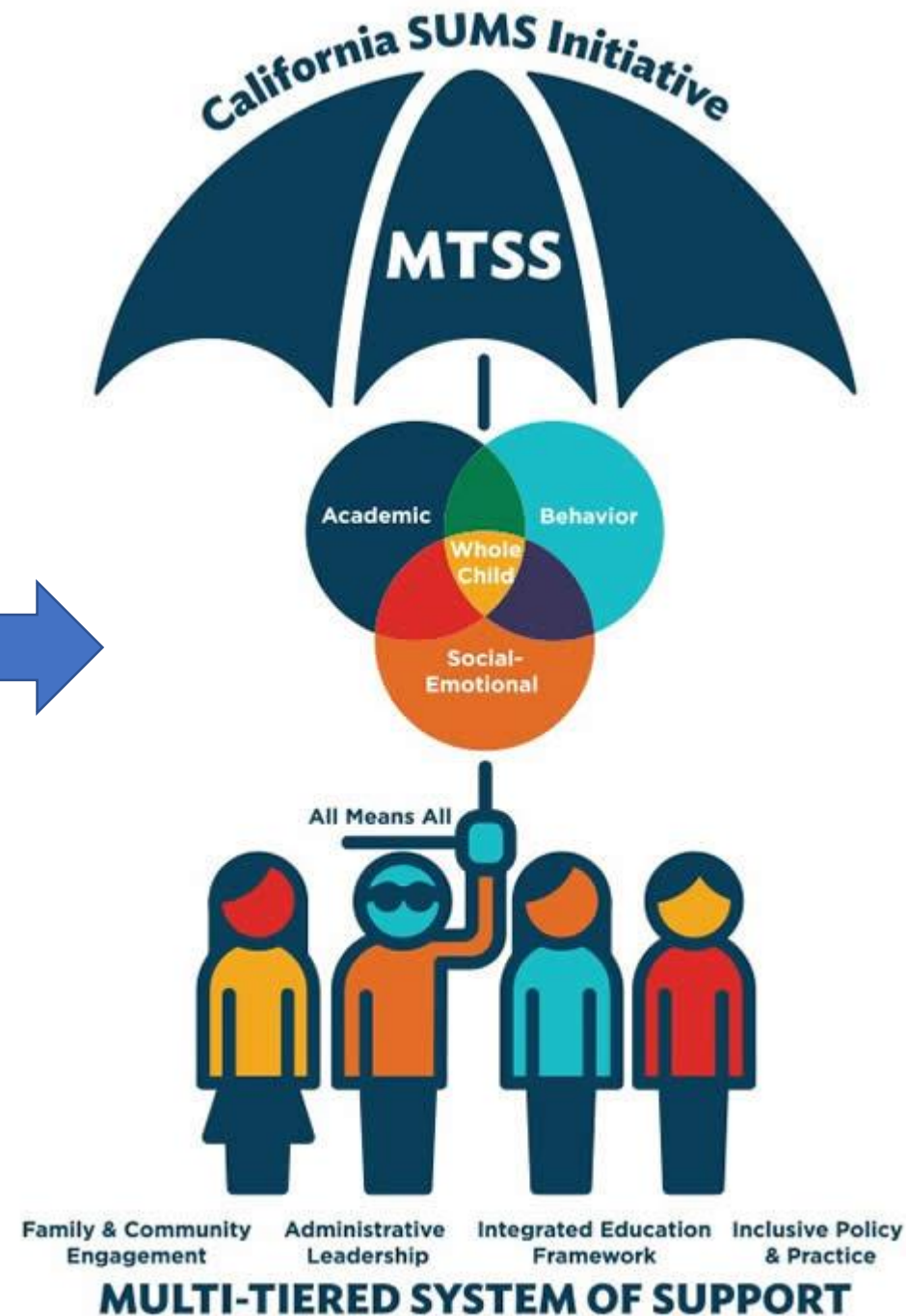and Schools.

Learn More

Take a Tour

From our school mental health quality assessment and
resource library, to custom reports and a library of free and
low-cost screening and assessment measures, SHAPE has
the tools teams need to improve school mental health
programming and sustainability in schools, districts, and
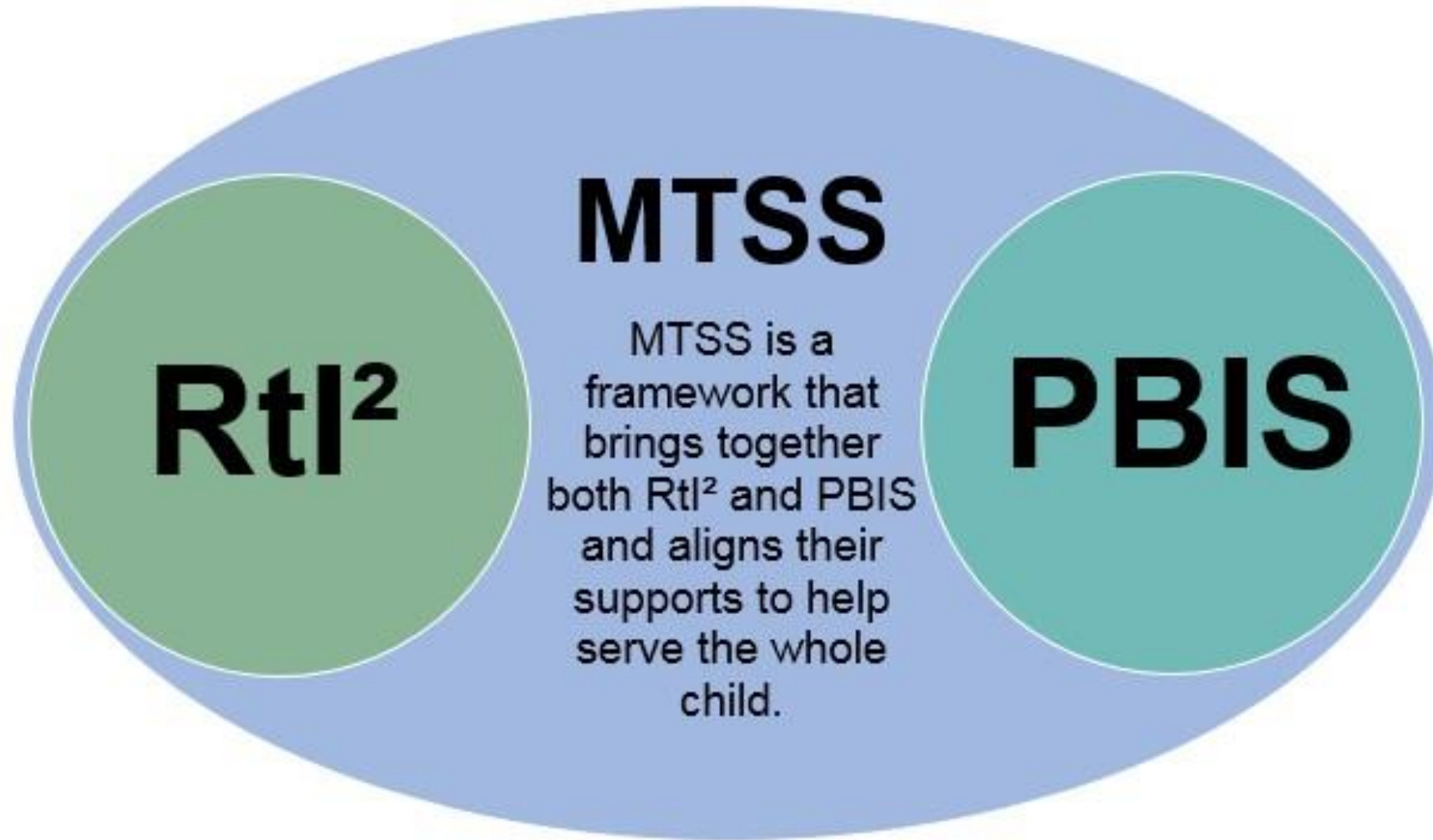states. Take the tour to learn more.

SH🔔PE

TRS- IA User Feedback

	All Users N	Feedback N	Domain Relevant to a TIS Mean (SD)	Useful for Planning Mean (SD)
Whole School Safety Planning	365	112	4.65 (0.94)	4.51 (0.89)
Whole School Prevention Planning	285	92	4.69 (0.91)	4.56 (0.89)
Universal Trauma Programming	277	96	4.71 (0.89)	4.58 (0.89)
Staff Support and Self-Care	265	92	4.81 (0.68)	4.70 (0.76)
Classroom Strategies	273	92	4.72 (0.91)	4.65 (0.84)
Early Interventions	261	88	4.77 (0.68)	4.60 (0.73)
Targeted Interventions	264	89	4.80 (0.65)	4.64 (0.71)
Family and Community Engagement	249	85	4.80 (0.71)	4.63 (0.81)

Likert Scale 1-5; 1=strongly disagree, 5=strongly agree

Safety

Trust & Transparency

Peer Support

Collaboration & Mutuality

Empowerment, Voice & Choice

Cultural Humility

California SUMS Initiative

MTSS

Academic · Behavior

Whole Child

Social-Emotional

All Means All

Family & Community Engagement · Administrative Leadership · Integrated Education Framework · Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT

Source: https://www.cde.ca.gov/ci/cr/ri/

California Department of Education MTSS Framework

MTSS

RtI²

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to help serve the whole child.

PBIS

Early adopters in Illinois

Schools in the Chicago area completed the TRS with guidance from the Center for Childhood Resilience

"High likeability!"

- Users felt that the tool helped guide their assessment process
- Users liked the immediate feedback, recommendations, and resources made available
- Using TRS-IA as a basis for a statewide trauma-responsive school demonstration project

Early adopters in Southern California

Schools and districts completed the TRS-IA with guidance from the TSA for Hope, Resiliency and Wellness in Schools

- Teaching Institutions:
  - ❑ ABC Unified School District
    - ✓ Utilizing PBIS teams to utilize TRS-IA
  - ❑ Pasadena Unified School District
    - ✓ Developed a District MH policy using TRS-IA
  - ❑ Torrance Unified School District Sheri Alternative High School
    - ✓ Exploring the use of TRS-IA to guide their trauma-responsive transformation

ABC USD: Teaching Institution and TSA Partnership

Enhancing PBIS & pilot of Aloha Elementary School using the TRS-IA to become a trauma-responsive with the support of the TSA for Hope, Resiliency and Wellness in Schools

- ABC Unified School District expansion of partnership
  - ❑ PBIS Team
  - ❑ TSA Center for Schools
- Collaborated in integrating a trauma-responsive lens for 9 schools who are in year 4 of PBIS implementation:
  - ❑ Utilized PBIS teams to utilize TRS-IA
  - ❑ Utilized TRS-IA in group sessions as part of school in-service
- Year 2 Plan:
  - ❑ Plan to train more PBIS schools: Trauma 101 & Skills; TRS-IA; PFA; & STS
- 2020-2021 Plan:
  - ❑ Focus on Staff Self-Care

Discussion / Questions / Feedback

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Creating Trauma-Responsive Schools
2019 – 2020 FREE! Webinar Series

- Webinar #1: Trauma-Informed Skills for Educators (TISE) - Part 1 (of 2): Trauma 101

  Date: November 13, 2019

- Webinar #2: Trauma-Informed Skills for Educators (TISE) - Part 2 (of 2): Trauma-Responsive Skills and Strategies

  Date: December 4, 2019

- Webinar #3: Trauma-Informed Schools and the MTSS Framework

  Date: February 12, 2020

- **Webinar #4: Trauma-Responsive Schools Implementation Assessment Tool (TRS-IA)**

  Date: March 18, 2020

- **Webinar #5: Supports for Teachers Affected by Trauma (STAT)**

  Date: April 15, 2020

- **Webinar #6: TSA Center for Schools Evidence-Based & Evidence-Informed Practices**

  Date: May 13, 2020

Webinar Series Page with Registration Links
https://mhttcnetwork.org/centers/northwest-mhttc/new-webinar-series-creating-trauma-responsive-schools

Northwest (HHS Region 10)
MHTTC Mental Health Technology Transfer Center Network
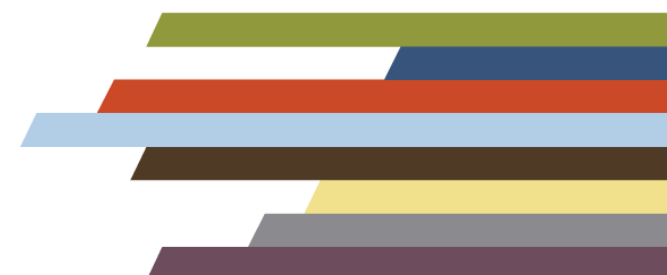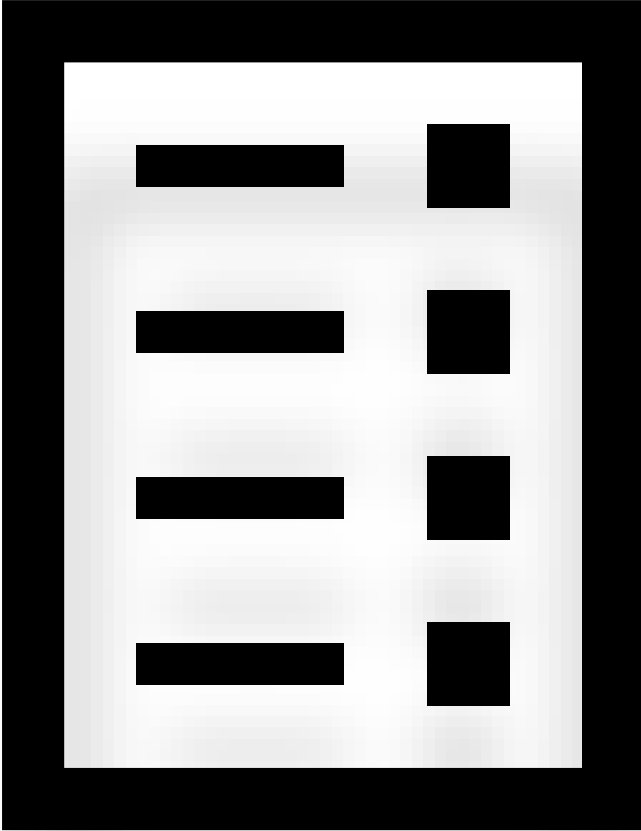Funded by Substance Abuse and Mental Health Services Administration

SMART
School Mental Health Assessment
Research & Training Center

TSA Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

Evaluations

- Required by our funder
- <u>If there are multiple attendees in your location please have each person complete an evaluation</u>
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- Very important! We will end a few minutes early and ask that you please take a few moments to complete.

Get in touch!

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Phone: (206) 221-3054

Websites:

- **MHTTC:** https://tinyurl.com/nwsmh
- **UW SMART Center:**
  https://depts.washington.edu/uwsmart/

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