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Pritzker Department of Psychiatry and Behavioral Health

Trauma Responsive Schools in Illinois: Walking the Walk with Trauma-Informed Policies, Procedures and Practices

Linking Systems of Care for Children and Youth
July 1, 2021

We know that trauma impacts certain groups of children disproportionately more than other groups

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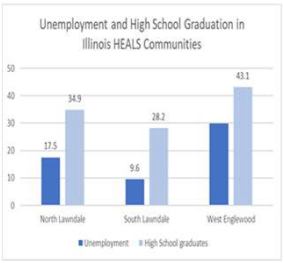
RECENT DATA HIGHLIGHT INCREASED NEED FOR TRAUMA RESPONSIVE SUPPORTS IN ILLINOIS HEAL COMMUNITIES

Low-income and African American children are more likely to have stressful childhoods

Share of kindergartners exposed to frightening or threatening childhood experiences, by family income and by race

Number of frightening or threatening experiences:	0	1	2	≥ 3
By family income				
≥ $20,000	50%	26%	15%	10%
< $20,000	36%	30%	17%	17%
% more/less likely	-28%	18%	15%	74%
By race				
White	52%	22%	14%	12%
Black	36%	32%	18%	14%
% more/less likely	-31%	45%	29%	21%



Morsy, L. & Rothstein, r. (2019). African American children growing up poor are at greater risk of disrupted physiological functioning and depressed academic achievement.

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We know that trauma impacts certain groups of children disproportionately more than other groups

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REPORTED ABUSE RATES AND YOUTH IN POVERTY IN TARGET COMMUNITIES

	Abuse Rates per 1,000 Youth				Experiencing Poverty	
	Alleged Abuse	Abuse Indicated	Alleged Sexual Abuse	Indicated Sexual Abuse	Poverty	Extreme Poverty
Cook County						
Williamson County	67.2	21.6	4.4	1.02	29.78	12.5
Franklin County	62.6	21.4	4.8	1.34		
Saline County	66.3	22.3	6.1	1.40		
State of Illinois	29.9	9.7	2.3	0.63	17.8	8.6

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Why Trauma Responsive Schools?

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- Exposure to trauma has been associated with post-traumatic stress disorder and other related mental health disorders
- Exposure to trauma has consistently been found to impact learning, behavior and relationships at school
- Children spend up to 35 hours a week in school; hence, it is critical for schools to be responsive to students who have experienced trauma (NCSEA, 2019)

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Trauma Responsive Schools/Bullying Prevention Goals

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PREPARE

Prepare educators and schools to assess, develop and/or strengthen trauma-informed policies and practices

FOSTER

Foster educators' sense of agency through shared learning from peers

ASSIST

Assist schools in creating school data-driven trauma responsive goals and action steps within action plans

PLAN

Plan for sustainability by involving the school, network and district level administrators

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Despite growing support and increased rate of which trauma-informed approaches are being promoted and implemented in schools, evidence to support this approach is lacking

(Maynard, Farina, Dell & Kelly, 2019)

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Trauma Responsive School-Implementation Assessment (TRS-IA)

Trauma Responsive School-Implementation Assessment (TRS-IA)

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- Calls for schools to become trauma-informed
- Administrators/decision makers have little if any guidance for putting this into action
- Designed a user-friendly online instrument to enhance trauma programming
  - Scaffolded on the School Health Assessment and Performance Evaluation (SHAPE) platform hosted by University of Maryland's Center for School Mental Health: https://www.theshapesystem.com/
  - Designed for a single assessment of school or schools system, with one designated user who manages and invites others to contribute

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

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What is the TRS-IA?

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An **evidence-informed self-assessment** that can **quickly (~20 minutes)** and **efficiently identify trauma responsive programming** and **policy domains** of strength, as well as areas with greater room for improvement.

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

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TRS-IA

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Trauma Responsive Schools-Implementation Assessment (TRS-IA) Domains

How are you doing in these domains?

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TRS-IA

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Breaking down the TRS-IA domains: What do they mean?

Whole School Safety Planning
Safe, predictable campus
Adequate supervision
Threat assessment strategy
Bullying prevention

Whole School Prevention Planning
Peer reporting
Record sharing
School climate assessment
Trauma-informed emergency drills
Schoolwide behavioral expectations

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Breaking down the TRS-IA domains: What do they mean?

Whole School Trauma Programming
Crisis response training
Trauma-informed discipline
Trauma-informed security staff
Restorative practices
Staff trauma knowledge
Staff trauma skills

Classroom strategies
Social-emotional learning programs
Calm and safe classrooms
Behavioral accommodations
Academic accommodations

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TRS-IA

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Breaking down the TRS-IA domains: What do they mean?

Prevention/Early Intervention Trauma Programming

Trauma exposure assessment

Trauma-informed evidence-based practices

Targeted Trauma-Informed Programming

Multidisciplinary team

Community mental health partnerships

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Breaking down the TRS-IA domains: What do they mean?

Staff Self Care

Staff awareness

Peer support

Wellness resources

Family and Community Engagement

Racial and ethnic sensitivity training

Racially and ethnically sensitive resources

Community partnerships

Family and community outreach and education

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Using the TRS-IA: Self-Evaluation of Domains

1. Emerging (not present or undeveloped)
2. Progressing (minimally developing)
3. Progression (developing but still room for growth)
4. Established (developed to best practice)

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Needs Assessment Tool

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

STAFF SELF CARE FOR SECONDARY TRAUMATIC STRESS

1. To what extent does your school/district have a standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self-care strategies.

1 — No Approach — 2 — 3 — 4 — Standardized approach.

2. To what extent does your school/district facilitate peer support among staff working with students exposed to trauma?

1 — No defined strategies. Teachers provide support when they notice a colleague in distress. — 2 — 3 — 4 — Clearly defined strategy for supporting peers.

3. To what extent are there professional resources available for staff on campus?

Trauma Responsive School Implementation Assessment

OVERALL COMPOSITE SCORE: 2.00

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Summary of TRS-IA Scores Across Participating CPS Schools

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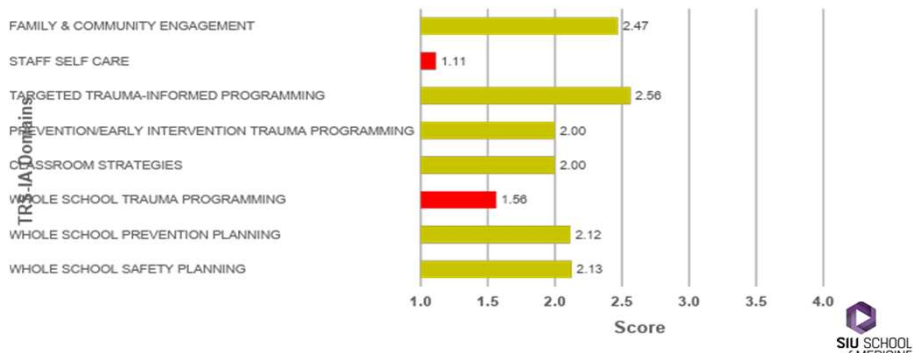
Trauma Responsive School Implementation Assessment



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Discussion Points

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- TRS-IA provides useful information for schools and school systems about needs and barriers
- Respondents find TRS-IA appropriate and useful
- It also provides interesting data nationally on strengths and weaknesses
- Since school data is identifiable and locations are known, can link to community data sources to understand patterns nationally

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SY18-19 Action Plan Development

GOAL

Assist school leadership teams to develop data-driven goals and action steps to increase trauma responsiveness at the school, classroom, student, staff and family/community levels.

STAKEHOLDERS

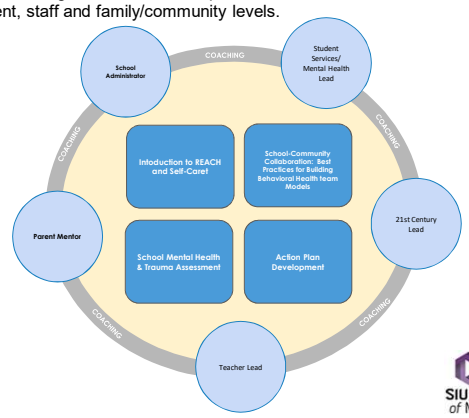
Five key team members that contribute to assessment and action plan

PROFESSIONAL LEARNING

Four main areas of **professional learning** that school team members can share with entire school staff

TRAUMA RESPONSIVE SCHOL

Coaching to support the team in the action planning process



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Sample Action Plan

Trauma-Informed Schools Action Plan

School Name: _____ Date: _____

Goal 1: Increase knowledge and use of classroom-based trauma strategies.

Goal Alignment with Trauma Responsive Schools Implementation Assessment (TRS-IA) Key Domains (check all that apply):
☒ Whole School Safety Planning ☐ Whole School Prevention Planning ☐ Whole School Trauma Programming ☒Classroom-Based Strategies
☐ Early Intervention Trauma Programming ☐ Targeted Trauma Programming ☐ Staff Self Care ☐ Community Context

Action Item	Owner(s)	Timeline	Budget
1. Extend Crisis Prevention and Intervention (CPI) de-escalation strategies to additional staff		September 2020	
2. Curriculum Leadership Team and Behavioral Leadership Team members will all receive a modified version of CPI Level I		October 2020	
3. Continue RULER SEL curriculum for incoming freshmen		September 2020	
4. Expand RULER into health class (10th graders) while also implementing the Personal Learner Profile		November/December 2020	
5. Increase building-wide communication about SEL programming and initiatives		Monthly staff meetings	

Data Collection for Progress Monitoring		
Information Needed to Monitor Progress and Outcome	Source(s) of Information/Data:	Frequency of Collection:

Action Plan completed by: _____

School Principal and/or Designee Signature: _____ Date: _____

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Program Data Tracking: ICJIA TRS Schools Action Plans

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Main Themes of the ICJIA Trauma Responsive Schools (TRS) Action Plans

Identification of a need and plan for **foundational trauma** training(s) for all school staff (e.g., NSELS, CCR, other partners)	Expressed need and plans for **ongoing training** in strategies that support the various pillars of trauma responsiveness	Highly elevated need for education for teachers on **secondary traumatic stress** and self-care
Need for **de-stigmatization** around mental health promotion and treatment for school staff (e.g., newsletters and Employee Assistance Program)	Need to move beyond collection and monitoring of implementation data to measurement of **impact data** (e.g., self-care instruments)	Requests for training in **evidence-based trauma-focused interventions** for students in need
Exploration of **whole classroom** emotion regulation strategies	Definite need for **financial resources** to support the implementation of action plan	Questions/concerns regarding **ongoing coaching/progress monitoring** of action plan

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Other Important Metrics

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5 Essentials Survey

TRS-IA

Behavior, Attendance and Grades (BAG)

Panorama Surveys

Trauma Knowledge and Skills

Attitudes Related to Trauma-Informed Care

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Southern Illinois 2019-2020

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Grant Activities Based on TRSIA Domain

Prevention/Early Intervention Trauma Programming
7 trainings and 121 participants trained in Child and Adult Relationship Enhancement (CARE)

Whole School Trauma Programming or Self-Care
9 trainings and over 150 participants in Trauma 101, Self Care, Building Relationships, and Classroom Strategies

Classroom Strategies
3 trainings with 59 participants trained

Community Context
3 events with ~450 participants total included

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Southern Illinois 2019-2020

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- CARE trainees were coached in skills in their classrooms
- Three of four districts were provided SEL curriculums to use for implementation
- One district began implementation of an SEL screener
- Website created with resources to manage the pandemic
- Provided outside Trauma-Informed Schools professional development opportunities

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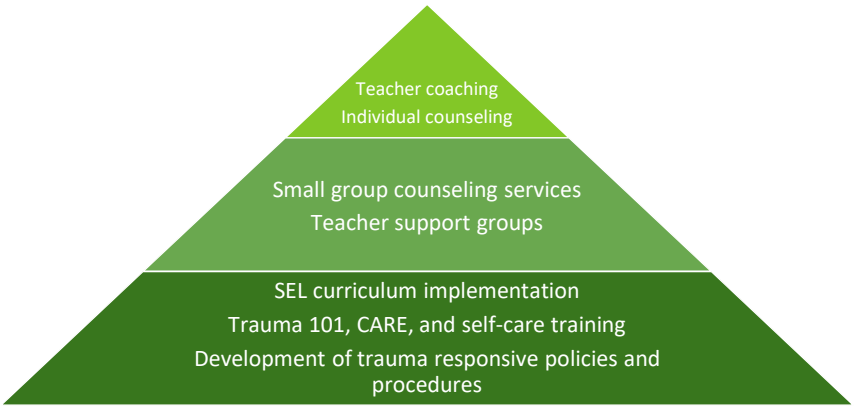
Southern Illinois 2020-2021



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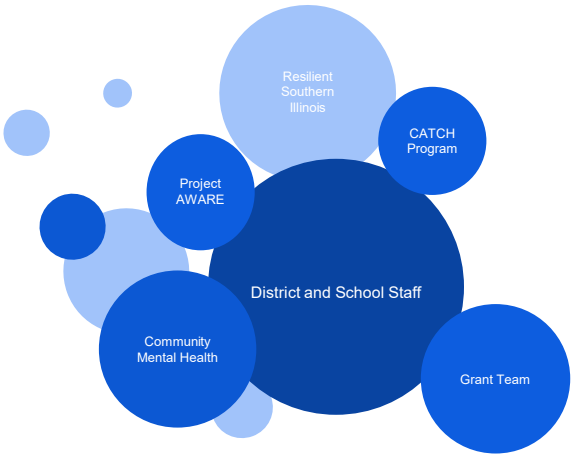
Connecting the Dots: Systems of Care



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Program Data Tracking: PD Knowledge Snapshot

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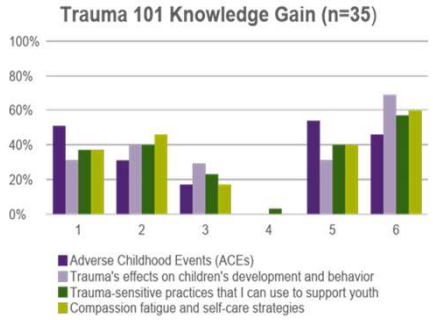

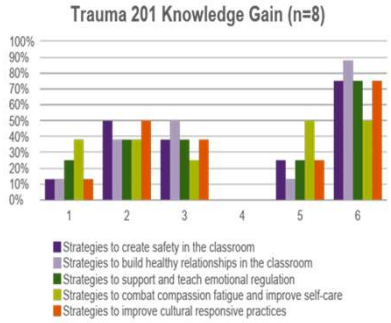

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Program Data Tracking: ICJIA TRS-IA Pre-Post Analysis

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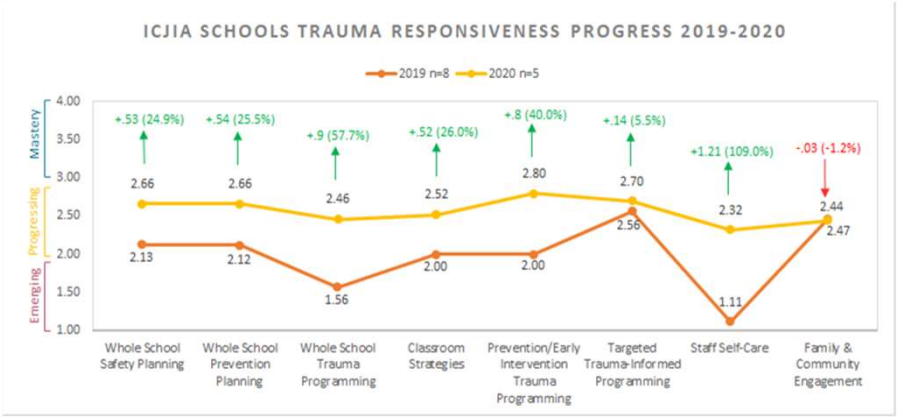

FY21 TRS-IA Pre-Post Analysis to be conducted in June 2021

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Program Data Tracking: ICJIA TRS-IA Pre-Post Analysis SoIL

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Domain	2019-2020	Descriptor	2020-2021	Descriptor
Whole School Safety Planning	2.88	Progressing	3.5	Mastery
Whole School Prevention Planning	2.75	Progressing	3.3	Mastery
Whole School Trauma Programming	1.75	Emerging	2.75	Progressing
Classroom Strategies	2.0	Progressing	3.4	Mastery
Prevention/Early Intervention Programming	1.25	Emerging	3.5	Mastery
Targeted Trauma-Informed Programming	2.5	Progressing	3.75	Mastery
Staff Self Care	1.5	Emerging	2.15	Progressing
Family Community Engagement	2.13	Progressing	3.15	Mastery

FY21 TRS-IA Pre-Post Analysis to be conducted in June 2021

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Program Data Tracking: ICJIA TRS-IA Pre-Post Analysis

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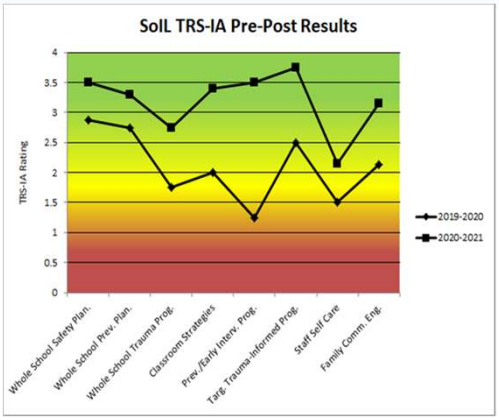

FY21 TRS-IA Pre-Post Analysis to be conducted in June 2021

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Program Data Tracking: ICJIA SAEBRA Pre-Post Analysis

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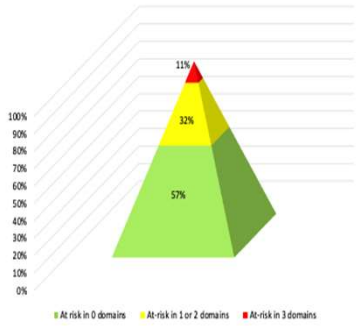
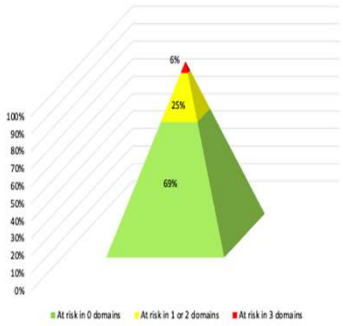
February 2020



December 2020



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Policy and Funding Implications

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- Statewide Designation
- Public and Private Funding Model
- Revision to District and/or State-Level Education Policies

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Moving from Local to Statewide Implementation: Resiliency Education Advance Community Healing Pilot

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Universal Professional Learning

Series of training to provide foundational understanding of trauma and its impact on students

REACH Pilot Wellness Teams

Series of live webinars that build and expand upon the topics introduced in the Universal recorded webinars

REACH Pilot Action Plan Implementation

Access to resource hub for recommended communities of practices for action plan implementation.

Phase 1
Professional Development, Team Development, Assessment and Action Plan Development

Phase 2
Implementation

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Building Trauma Responsive Schools: The Process

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1 TRAUMA RESPONSIVE SCHOOL-IMPLEMENTATION ASSESSMENT

Schools complete the TRS-IA individually and engage in a **consensus building** process.

2 ACTION PLAN DEVELOPMENT

Schools develop action plans that include **SMART action steps**, accountability measures, resources, budgetary costs and progress monitoring plans

3 ACTION PLAN IMPLEMENTATION

Schools implement action plans during the semester following the development of the action plan. Schools continue to participate in a Professional Learning Community (PLC) throughout the implementation phase.

4 EVALUATION

Schools complete **baseline and post-participation measures** of knowledge, attitudes, and satisfaction. Also, school teams complete a post-TRS-IA following implementation of action plan.

Partnership with the **network level administration** has been instrumental in securing buy-in and engagement of school leaders and teams.

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Building Trauma Responsive Schools: Questions for Consideration

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What groups, meetings, or partnerships are already embedded that could take leadership in developing a trauma responsive schools? If there are none, would there be a group available and willing to take charge?

What tools do you currently use to assess trauma responsiveness as a system and progress in implementation? How are these tools currently serving your needs?

Would the TRS-IA serve your school and district goals support the evaluative and action planning process? Why or why not?

What additional information do you need to decide how you want to begin building a trauma responsive school?

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Building Trauma Responsive Schools: Your First Step

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- What is your first step and action you will take from today to begin TRS work?
  - Who will implement this step?
  - How will you evaluate that it was completed or successful?

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Questions or Comments?

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Thank you!

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For more information, visit our website,
www.childhoodresilience.org

TRS/BP Southern Illinois Website
For questions, please contact jklossing@gmail.com

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Trauma Responsive School Implementation Assessment

The Trauma Responsive Schools Implementation Assessment (TRS-IA) was developed by the Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools in collaboration with the Center for School Mental Health. The assessment was created using the RAND/UCLA Modified Delphi Approach—a commonly used evidence-based strategy for developing quality measures. Employing this approach, developers engaged a panel of national experts in a consensus process to identify and refine best-practice guidelines for trauma-responsive school implementation. Furthermore, guided by a community-participatory framework, on the ground school administrators and teachers from various regions of the country were consulted to ensure the assessment was culturally-sensitive and could be easily used by busy school personnel. The TRS-IA is an evidence-informed self-assessment that can quickly and efficiently to identify trauma responsive programming and policy domains of strengths, as well as areas with greater room for improvement.

Substance Abuse and Mental Health Services Administration SAMHSA
The National Child Traumatic Stress Network NCTSN
TSA Treatment and Services Adaptation Center for Resiliency, Hope, and Wellness in Schools
CSMH Center for School Mental Health

This assessment measures eight key domains of a Trauma-Responsive School:

(1) Whole School Safety Programming
(2) Whole School Prevention Programming
(3) Whole School Trauma Programming
(4) Classroom-based Strategies
(5) Prevention/Early Intervention Trauma Programming
(6) Targeted Trauma Programming
(7) Staff Self-Care
(8) Community Context

Each domain contains multiple questions which are rated on a scale from 1 (least trauma-responsive) to 4 (most trauma responsive).

This measure can be completed by an administrator and/or other designated school staff in one sitting. Please record the name(s) and role(s) of the person(s) completing this questionnaire.

If you are completing this assessment for a district, please answer the questions for the schools in your district.

WHOLE SCHOOL SAFETY PLANNING

1. How comprehensive is your school's/district's assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?

1	2	3	4
Minimally comprehensive, only addresses immediate dangers			Very comprehensive

2. To what extent are students routinely supervised in a developmentally-appropriate way across campus (including lunch rooms, hallways, playgrounds) recognizing that strategies vary by elementary, middle, and high school?

1	2	3	4
Staff inconsistently watches students			Routine monitoring across entire campus

3. To what extent does your school/district have a clearly defined strategy to determine when a student may present harm to another student or staff?

1	2	3	4
No defined process			Clearly defined process

4. To what extent have school staff been trained in bullying prevention strategies?

1	2	3	4
School staff are encouraged to prevent bullying on campus, but no training has been offered.			There is a school-wide approach with appropriate training for educators in bullying prevention strategies.

Whole School Safety Programming Total Score: _____/4 = Mean Score: _____

WHOLE SCHOOL PREVENTION PLANNING

1. To what extent does your school/district have a clearly defined process for students to report concerns about peers (e.g., that a peer who may harm themselves or others) to staff?

1	2	3	4
No defined process exits for students to report concerns about peers.			Both students and staff know the process for students to report concerns about peers.

2. To what extent does your school/district have a clearly defined process for sharing academic, legal, and mental health records among relevant parties (teachers, counselors, law enforcement)?

1	2	3	4
No defined process exists.			A clearly defined process exists.

3. To what extent do you survey a range of stakeholders (e.g. parents, staff, school resource officers, security officials, and students) about their perceptions of your school's/district's climate?

1	2	3	4
No assessment of climate.			Assessment of all stakeholders

4. How routinely do you conduct an assessment of your school's/district's climate?

1	2	3	4
Never			At least some stakeholder groups assessed on a routine basis (at least once per year)

5. To what extent has your staff been educated/trained so that any emergency drills that are conducted are done so in a manner sensitive to students with trauma histories? (alarms that may elicit reaction)

1	2	3	4
Teachers and staff are encouraged to be sensitive to trauma exposure during emergency drills.			Teachers and schools staff have received training in a specific strategy for being sensitive to trauma exposure during emergency drills.

6. To what extent does your school/district have clearly defined and articulated behavioral expectations for students?

1	2	3	4
There are no defined school-wide behavioral expectations. Teachers have independent behavioral expectations.			School-wide behavioral expectations have been defined and communicated to students in a consistent and ongoing manner.

7. To what extent has your school staff been trained in a strategy for reinforcing behavioral expectations?

1	2	3	4
Teachers are encouraged to reinforce behavioral expectations but no defined strategy exists.			School staff are trained in and utilize a clearly defined approach to reinforce behavioral expectations

Whole School Safety Programming Total Score: _____/7 = Mean Score: _____

WHOLE SCHOOL TRAUMA PROGRAMMING

1. To what extent have teachers and/or other school staff been trained to provide emotional support to students following a traumatic event (i.e Psychological First Aid, PFA-S, NASP PREPaRE)

1	2	3	4
Teachers and other school staff are encouraged to support students but no organized training has been provided.			Teachers and other school staff have been trained in a specific approach and utilize it when necessary.

2. To what extent does your school/district have clearly defined discipline policies that are sensitive to students exposed to trauma?

1	2	3	4
Some teachers may take trauma exposure into account when taking disciplinary action.			Clearly defined disciplinary procedures that are trauma sensitive.

3. To what extent have school security personnel (school resource officers, school police, security force) been trained to identify symptoms of trauma and respond using tactics to avoid re-traumatization?

1	2	3	4
Security staff are encouraged to identify and interact with students using methods that are trauma-informed and avoid re-traumatization.			Security personnel have been trained in a specific approach to identify and interact with students using methods that are trauma-informed and avoid re-traumatization.

4. To what extent has your school/district established and follow a restorative approach to resolving conflicts that arise on campus.

1	2	3	4
Teachers and other school staff are encouraged to help students resolve conflicts but no single defined strategy exists.			Clearly defined approach.

5. To what extent does your school/district educate staff about trauma and its effect on students (impact on brain, behavior and academics)?

1	2	3	4
Minimal. Addressed through a brief one-hour in-service			Substantial Attention (ongoing educational opportunities).

6. To what extent does your school/district train staff in skills for interacting with and supporting traumatized students? (ex. de-escalation, referral)

1	2	3	4
Minimal-Addressed through a brief one-hour in-service.			Substantial Attention (ongoing educational opportunities).

Whole School Safety Programming Total Score: _____/6 = Mean Score: _____

CLASSROOM-BASED STRATEGIES

1. To what extent have teachers been trained in the incorporation of Social Emotional Learning (SEL) principles into their work with students?

1	2	3	4
Teachers are encouraged to incorporate concepts into their work but have not been trained in a specific approach.			Teachers and other school staff have been trained in a specific approach and utilize it when necessary.

2. To what extent has school staff been trained to identify potential triggers for students and ways to de-escalate when a student may become deregulated?

1	2	3	4
Teachers are encouraged to create safe and calm classrooms but have not received training for doing so.			Teachers have received a thorough training in strategies for keeping classrooms safe and calm.

3. To what extent does your school/district have a clearly defined approach for providing behavioral support to students in the classroom?

1	2	3	4
Teachers are encouraged to find ways to support children in the classroom.			Clearly defined approach.

4. To what extent does your school/district have a clearly defined approach to integrate a student's trauma history into the IEP process?

1	2	3	4
Occasionally addressed in IEP process.			Clearly defined strategy for including trauma history into the IEP process.

Whole School Safety Programming Total Score: _____/4 = Mean Score: _____

EARLY INTERVENTION TRAUMA PROGRAMMING

1. How routinely does your school/district incorporate trauma exposure into your mental health assessments?

1	2	3	4
Does not do so at all			Does so routinely for all students receiving mental health assessments.

2. Does your school/district implement a specific intervention to meet the needs of kids suffering from trauma (i.e. CBITS, SSET, Bounce Back)?

1	2	3	4
No specific intervention is implemented.			Routinely implements a specific Evidence-based Practice (EBP) for students who have experienced trauma.

Whole School Safety Programming Total Score: _____/2 = Mean Score: _____

TARGETED TRAUMA PROGRAMMING

1. When multidisciplinary teams meet to address a student's performance, to what extent is there a clearly defined approach for examining trauma exposure as a contributor to student performance?

1	2	3	4
No defined process			Trauma exposure is routinely integrated into these discussions.

2. To what extent does your school/district have working relationships with external community mental health agencies to refer students who have been exposed to trauma?

1	2	3	4
No established relationships. Community providers are found as needed			Strong community partnership exists.

Whole School Safety Programming Total Score: _____/2 = Mean Score: _____

STAFF SELF CARE FOR SECONDARY TRAUMATIC STRESS

1. To what extent does your school/district have a standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self-care strategies.

1	2	3	4
No Approach			Standardized approach.

2. To what extent does your school/district facilitate peer support among staff working with students exposed to trauma?

1	2	3	4
No defined strategies. Teachers provide support when they notice a colleague in distress.			Clearly defined strategy for supporting peers.

3. To what extent are there professional resources available for staff on campus?

1	2	3	4
No resources.			Resources specific to secondary traumatic stress

Whole School Safety Programming Total Score: _____/3 = Mean Score: _____

COMMUNITY CONTEXT

1. School staff have been trained to be responsive and considerate of cultural issues (i.e. language barrier, undocumented status)

1	2	3	4
No training			Teachers and other school staff have been trained in a specific approach and utilize it when necessary.

2. To what extent are racially and ethnically sensitive resources and services made available to the families of students receiving tier 2 and 3 interventions.

1	2	3	4
No supports available.			Routine incorporation of supports

3. To what extent does your school/district identify opportunities to engage families and the broader community about trauma and its impact.

1	2	3	4
No engagement			Ongoing engagement (several meetings each school year)

4. To what extent does your school/district have partnerships with community-trusted organizations (i.e churches, health centers) to further support the families in need.

1	2	3	4
No partnerships identified			Contracted partnerships with several organizations

Whole School Safety Programming Total Score: _____/4 = Mean Score: _____

Mean Scores by Domain

The team can enter the mean score by domain in the table below and then check the box in the far-right column if that domain is determined to be a priority area.

Domain	Mean Score	Priority Area?
Safety Planning		
Prevention Planning		
Trauma Programming		
Classroom Strategies		
Prevention/Early Intervention		
Targeted Trauma-Informed Programming		
Staff Self-Care		
Community Context		