Trauma-Responsive Schools:
A Self-Assessment Tool and Framework for Implementation

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Center for School Mental Health
Center for School Mental Health Team
National Center for School Mental Health

MISSION
To strengthen the policies and programs in school mental health to improve learning and promote success for Americas youth

- Established in 1995. Federally funded by the Health Resources and Services Administration.
- Focus on advancing school mental health policy, research, practice, and training.
- Shared family-schools-community agenda.

Co-Directors: Sharon Hoover, Ph.D. & Nancy Lever, Ph.D.
Director of Quality Improvement: Elizabeth Connors, Ph.D.

www.schoolmentalhealth.org
(410) 706-0980
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The 2018 Annual Conference on Advancing School Mental Health

School Mental Health — A Sure Bet for Student Success!

The Annual Conference on Advancing School Mental Health is hosted by the national Center for School Mental Health. Visit csmh.umaryland.edu for details.

2018 Annual Conference on Advancing School Mental Health
Education-Mental Health Integration & Collaboration

Youth & Family Partnerships

Advocacy & Policy

Implementation Drivers

Mental Health Intervention and Treatment (Tier 3)

Prevention and Early Intervention (Tier 2)

School Climate and Universal Mental Health Promotion (Tier 1)

Cultural Responsiveness & Equity

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

Suzanne Dworak-Peck
School of Social Work

RAND Corporation

UCLA

SAMSHA

NCTSN The National Child Traumatic Stress Network
AGENDA

• Why are trauma-responsive school systems needed?
• Trauma-Responsive Schools Implementation Assessment (TRS-IA)
  • Development
  • Uses
• Role of youth and families:
  • In having a trauma-responsive school or district
  • On school teams addressing trauma responsiveness
• Discussion/Questions
What is a trauma-informed school?

Trauma-informed

Safe and Supportive

Positive School Climate

Educating the “Whole Child”

Trauma-Sensitive

Resilience-Promoting

ACES Aware

Positive Behavioral Interventions and Support

Trauma Responsive
Schools as a setting to address trauma
What is childhood trauma?

Trauma arises from an inescapable stressful event that overwhelms an individuals’ coping mechanisms. —van der kolk and Fisler, 1995

Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being. ---SAMHSA
Categories of Trauma

Acute Trauma: Event that occurs at a particular time and place and is usually short lived.

Chronic Trauma: Experiences that occur repeatedly over long periods of time.
Categories of Trauma

Acute Trauma: Event that occurs at a particular time and place and is usually short lived

Chronic Trauma: Experiences that occur repeatedly over long periods of time.

Historical Trauma: “Cumulative and psychological wounding over the life span & across generations, emanating from massive group trauma experience”

- Maria Yellow Horse Brave Heart, PhD
Examples of Traumatic Events

Acute Trauma

Car accident
Natural disaster
Death of a loved
Witnessing a single act of violence
Examples of Traumatic Events

Chronic Trauma

Poverty
Domestic violence
Physical, emotional, sexual abuse
Community Violence
Traumatic Experiences of Students

- Community Violence
- Complex Trauma
- Family Violence
- Child Maltreatment
- Medical Trauma
- Natural Disasters
- Physical Abuse

- Refugee Trauma
- School Violence
- Sexual Abuse
- Terrorism
- Traumatic Grief
Community Trauma

Equitable Opportunity
Economic and educational environment

People
Social-cultural environment

Place
Physical/built environment

Symptoms of Community Trauma
- Intergenerational poverty
- Long-term unemployment
- Relocation of businesses & jobs
- Limited employment
- Disinvestment
- Deteriorated environments and unhealthy, often dangerous public spaces with a crumbling built environment
- Unhealthy products
- Disconnected/damaged social relations and social networks
- The elevation of destructive, dislocating social norms
- A low sense of collective political and social efficacy

Figure 1 The Community Environment

Current sociopolitical stressors for vulnerable youth

- Increased discriminatory acts & intimidation of minorities
  - Immigrants
  - Minority religious groups
  - African-Americans
  - LGBTQ individuals

2 killed, 5 wounded in city shootings Saturday Chicago Tribune

- Significant distress in response to the sociopolitical context in the last several months
- Increase in the number of hotline calls
- Schools are reporting instances of:
  - Hate speech
  - Racist vandalism
  - Students not returning to school since the election
  - Having to cancel classes due to safety concerns

Chicago Loop Synagogue vandalized with swastikas
The emotional impact of violence and other trauma can be profound

CHILDREN WHO EXPERIENCE TRAUMA ARE MORE LIKELY TO . . .

- Develop posttraumatic stress disorder (PTSD)
- Experience problems with friends and family
- Develop emotional and behavioral problems
- Perform worse in school
Distress from trauma can cause a decline in classroom performance

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  - Inability to concentrate
  - Flashbacks and preoccupation with the trauma
  - Avoidance of school and other places
Distress from trauma can cause a decline in classroom performance

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Perform worse in school
- Inability to concentrate
- Flashbacks and preoccupation with the trauma
- Avoidance of school and other places
Trauma experiences take a measurable toll on academic achievement

<table>
<thead>
<tr>
<th>Decreased IQ and reading ability</th>
<th>More suspensions, expulsions</th>
<th>More days absent from school</th>
<th>Lower GPA</th>
<th>Decreased high-school graduation rates</th>
</tr>
</thead>
</table>

SOURCES (left to right): Delany-Black et al., 2003; LAUSD survey, 2006; Hurt et al., 2001; Hurt et al., 2001; Grogger, 1997.
Childhood trauma affects children’s life in school

“Over the past decade, neuroscientists have determined how severe and chronic stress in childhood leads to physiological and neurological adaptations in children that affect the way their minds and bodies develop and the way they function in school.”

—Paul Tough, 2016
Stress Response

Hippocampus
Regulates memory and emotions.

Prefrontal Cortex
Thinking/logic/what to do/evaluation.

Amygdala
Turns on fight or flight, and stores memories of the event.

Survival Brain
Stress Response

Thinking Brain

Hippocampus
Regulates memory and emotions.

Prefrontal Cortex
Thinking/logic/what to do/evaluation.

Amygdala
Turns on fight or flight, and stores memories of the event.

Survival Brain
Acute Trauma Response

Thinking Brain

Hippocampus
Regulates memory and emotion

Prefrontal Cortex
Thinks logically, evaluates

Amygdala
Turns on fight or flight, and stores memories of the event

Survival Brain

© CBTandFeelingGood.com
Let’s imagine you are taking a walk and suddenly a slithering snake crosses your path. Before you’re even able to realize what you’ve seen, your body has responded: your heart is racing, your energy has skyrocketed and you are ready to flee.
Acute Stress Response

Scary Event Occurs

Amygdala produces “alarm” signals and overrides frontal lobe

Response to Crisis: Fight-Flight-Freeze

The changes brought about in the brain as a stress reaction are helpful in the immediate face of danger.
Now let’s imagine a few weeks later you are walking past your neighbor’s house and you see a winding object in their lawn. Before you know it your heart is racing and you are ready to flee. Only this time you realize that what you thought was a snake was only the neighbors’ garden hose.
Acute Stress Response

Trauma Reminder

Amygdala produces “alarm” signals and overrides frontal lobe: False Alarm

Response to Crisis: Fight-Flight-Freeze
Two weeks ago Johnny was in a car accident. One day, while Johnny was sitting in class, a car skids down the street and the tires make a loud screeching sound. Later in the class you look over and notice that Johnny is distracted and fidgeting in his seat. He looks agitated and uncomfortable.
Chronic Stress Effects

1. Thinking Brain
2. Hippocampus
   - Regulate memory
   - Emotion
3. Prefrontal Cortex
   - Think, plan, logic
   - Wait to do evaluation
4. Amygdala
   - Turns on fight or flight
   - Stores memories of the event
Susie was recently placed in foster care after witnessing domestic violence in her home. You notice that Susie seems “on edge” in the classroom – she is constantly nervous and fidgeting. These behaviors become worse when she hears loud noises such as a door slamming or people shouting in the school hallway. You have also noticed that Susie has had a hard time concentrating; while other students might be a bit nervous about an exam, Susie becomes extremely stressed, with her heart racing and her breathing speeding up.
Chronic Stress Effects

Healthy Brain
This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

An Abused Brain
This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top) which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

Early Stress

Source: Bruce Perry, MD, PhD, Child Trauma Academy
Neurological Effects of Trauma on the Brain

• Overly stimulated and damaged brain
  • Hippocampal damage (memory, and recall)
  • Decreased prefrontal cortex access (higher order thinking; planning, organization, working memory)
  • Increased norepinephrine (action chemical: fight, flight, freeze)

Carter et al., 2009
In General..

- Smaller brain structures
- Fewer neural connections
- Heightened baseline level of arousal
- Difficulties with learning, memory, and emotional regulation

Kathleen Guarino, LMHC, NCSSLE, AIR
Impact on Cognitive Functioning

- Concentration/Focus
- Setting Goals
- Organizing
- Contextualizing
- Remembering
- Sitting Still
- Processing Oral Information
- Talking (When experiencing stress reaction)
Schools are “ideal settings” for helping children who have experienced trauma
Schools Reduce Disparities in Access to Trauma Services

• Ideal entry point to enhance access to mental health services, especially for racial and ethnic minority children and their families

• Trauma-informed services following Katrina:
  • Students assigned to evidence-based intervention at a community clinic: 15% completed treatment
  • Students assigned to school-based evidence-based intervention: 91% completed treatment
- CT Statewide Learning Collaborative
  - 2-day training
  - Bi-weekly consultation
  - Audio fidelity monitoring/feedback
  - Data tracker

- 350 students
  - 70 groups
  - 23 clinicians

- 90.3% completion rate

Hoover et al., 2018.
Statewide Implementation of an Evidence-based Trauma Intervention in Schools,
The Trauma-Informed Schools Movement

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.

Every Student Succeeds Act (ESSA)
What is a trauma-informed school?

1. REALIZES the prevalence and impact of trauma
2. RECOGNIZES signs of trauma and the need for learning supports
3. RESPONDS to trauma with developmentally appropriate support to enhance student success
4. RESISTS retraumatization by integrating principles of trauma-informed care into classroom practices and responding to student and staff needs for self-care

The trauma-informed school is the foundation for a range of interventions for traumatized students

- A multitier system of support is a continuum of supports for students that provide a range of service and support intensities
- The system is built to facilitate the four R’s:
  1. Realize
  2. Recognize
  3. Respond
  4. Resist
- An individual student will move along the continuum
Trauma-informed Schools and Multi-Tiered Systems of Support (MTSS)
APPROACHES FOR ALL

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UNIVERSAL Mental Health/Safe Supportive (SS) Strategies

- Healthy school building architecture
- Promote supportive, positive school climate
- Staff wellness
- Social Emotional Learning (SEL)
- Trauma-responsive school policies
- Mental health literacy for school staff and students

Tier I. All Students
Regardless of behavioral health risk

Tier II. Some Students
At risk for behavioral health concerns

Tier III. Few Students
Apparent behavioral health needs

Staff Wellness
School-wide ecological strategies

1. Realize
2. Recognize
3. Respond
4. Resist

Sharon Hoover, 2018
APPROACHES FOR SOME
TARGETED Mental Health/Safe Supportive Strategies

- School staff training on identifying, approaching, referring students experiencing psychological distress
- Mental health screening
- Support for transitions
- Provide additional check-in support (e.g., mood ratings beginning and end of day)
- Interventions for students with mild impairment – SSET, STRONG

Tier I. All Students
- Regardless of behavioral health risk

Tier II. Some Students
- At risk for behavioral health concerns
- Some Students
- At risk for behavioral health concerns

Tier III. Few Students
- Apparent behavioral health needs

Staff Wellness
- School-wide ecological strategies
  - TF-CBT
  - SSET
  - STRONG
  - PFA/PREPARE
  - SEL
  - MH Literacy
  - Staff Wellness
  - School-wide ecological strategies

1. Realize
2. Recognize
3. Respond
4. Resist

Sharon Hoover, 2018
SELECT Mental Health Strategies

- Evidence-based interventions – e.g., CBITS/Bounce Back, TF-CBT
- Special education accommodations
- Refer for evaluation and appropriate treatment to school and/or community services

Tier I. All Students
Regardless of behavioral health risk

Tier II. Some Students
At risk for behavioral health concerns

Tier III. Few Students
Apparent behavioral health needs

Evidence-based interventions – e.g., CBITS/Bounce Back, TF-CBT

Special education accommodations

Refer for evaluation and appropriate treatment to school and/or community services

Sharon Hoover, 2018
Online School Self-Assessment

• Calls for schools to become trauma-informed

• Need to refine our definitions and measurement of trauma-informed schools

• Administrators/decision makers have little if any guidance for putting this into action

• Need for a user-friendly, online tool to support collaborative school-family-community teams’ pursuit of being more trauma-informed
Development of the Trauma Responsive School Implementation Assessment (TRS-IA)

Utilized a modified version of the RAND/UCLA Appropriateness Method

• Conducted extensive program and literature review
• Developed initial rubric of domains and indicators
• Recruited 9 national experts to participate in consensus gathering process
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
Whole School Safety, Prevention Planning and Staff Support

Classroom-Based Strategies

Early Interventions for Trauma

Targeted Interventions for Trauma

Whole School Trauma Programming

Whole School Safety, Prevention Planning and Staff Support

Community and Family Supports

Key Components of a Trauma-Responsive School
Targeted Trauma Supports

**INDICATOR EXAMPLES**

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

INDICATOR EXAMPLES:

- 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
Classroom-based Strategies

INDICATOR EXAMPLES

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

INDICATOR EXAMPLES:

• 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
Whole School Prevention Programming

INDICATOR EXAMPLES

• Mechanisms for students to share concerns about peers
• School climate assessment
• Trauma-informed emergency drills
• Clearly defined school wide behavioral expectations (e.g. PBIS)
Whole School Safety Planning

INDICATOR EXAMPLES

- Predictable and safe campus
- Adequate supervision
- Threat assessment strategy
- Bullying prevention
Whole School Staff Support

INDICATOR EXAMPLES

• 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
Community and Family Supports

INDICATOR EXAMPLES

• 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.
Trauma Responsive Schools

What is the TRS-IA?

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 Well-being in Schools and the Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:

- Whole school safety planning
- Whole school prevention planning
- Whole school trauma programming
- Classroom strategies
- Prevention-only intervention trauma programming
- Targeted trauma-informed programming
- Staff well-care
- Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.

- Download a copy of the assessment
- Read frequently asked questions

How do I complete the TRS-IA?

To assess and complete the TRS-IA, you must register as either a school or district team. Only one person per school or district may register, and then that person may add “team members” from the school or district. The team should work together to complete the TRS-IA.

Registration on theshapecsystem.com is simple and free. The SHAPE registrant will be asked to complete information about school or district staffing, service array, and data systems. Completion of these questions is optional and may be skipped and completed at a later time. The SHAPE registrant can invite a school or district team members to help complete these questions as needed.

After completing the SHAPE registration, you will then have access to several useful tools:

- Trauma Responsive Schools Implementation Assessment (TRS-IA)
- School Mental Health Profile, after which you will also have access to:
  - School Mental Health Quality and Sustainability Assessments
  - Screening and Assessment Library
  - Caring resource center to support school mental health quality improvement

Register to access the TRS-IA
Development of TRS-IA Implementation Support Materials

• Implementation Support Materials:
  • Customized Reports
  • Strategic Action Planning Guide
  • In-Depth Quality Guides

• Development Process:
  • For each domain, 3 expert consultants
    • Ranked the importance of each indicator
    • Provided concrete action steps to achieve each indicator
  • Consultants ranked full list of action steps from most fundamental to most advanced
Register to Improve Your School Mental Health System

Free Custom Reports
Strategic Team Planning
Free Resources
Be Counted
School Health Services
NATIONAL QUALITY INITIATIVE

Accountability • Excellence • Sustainability

an initiative of the School-Based Health Alliance and the Center for School Mental Health

Funding support for the development of The SHAPE System comes from the Behavioral Health Administration via the 1915(c) Home and Community-Based Waiver Program Management, Workforce Development and Evaluation and the Maternal and Child Health Bureau (MCHB), Division of Child, Adolescent and Family Health, Adolescent Health Branch of the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS).
Schools and School Districts Can Use SHAPE To:

Document your service array and multi-tiered services and supports
Schools and School Districts Can Use SHAPE To:

Advance a data-driven mental health team process for the school or district

– Strategic Team Planning
– Free Custom Reports
Schools and School Districts Can Use SHAPE To:

Access targeted resources to help advance your school mental health quality and sustainability
Schools and School Districts Can Use SHAPE To:

Achieve SHAPE Recognition to increase opportunities for federal, state and local funding

Join Us!
- Answer a few questions on the home page and be added to the National School Mental Health Conus.
- Get your Blue Star on the Map!

School Mental Health Profile
- Complete the School Mental Health Profile for your school or district to assess your CSMH resources, staffing, and service array.
- Get your Bronze Star on the Map!

Quality Assessment
- Complete the Quality Assessment to assess your school or district performance on national school mental health quality indicators. Get three customized Quality reports to drive your improvement process.
- Get your Silver Star on the Map!

Sustainability Assessment
- Complete the Sustainability Assessment to assess your school or district performance on national school mental health sustainability indicators. Get three customized Sustainability reports to drive your improvement process.
- Get your Silver Star on the Map!

Complete all three and get a Gold Star on the Map:
- School Mental Health Profile
- Quality Assessment
- Sustainability Assessment
Comprehensive School Mental Health
National Performance Measure Domains

QUALITY
- Teaming
- Needs Assessment/Resource Mapping
- Screening
- Evidence-Based Services and Supports
- Evidence-Based Implementation
- School Outcomes and Data Systems
- Data-Driven Decision Making

SUSTAINABILITY
- Funding and Resources
- Resource Utilization
- System Quality
- Documentation and Reporting of Impact
- System Marketing and Promotion

These domains were developed by the Center for School Mental Health as part of the National Quality Initiative (NQI). Learn more at TheSHAPESystem.com.
Schools and districts in **48 states** + **Washington DC** completed the School Mental Health Census and using SHAPE

**COHORT I**  
(October 2015-December 2016)

**7 Quality CoILN Teams:**  
Baltimore City Public Schools, Baltimore, MD  
Chicago Public Schools, Chicago, IL  
MH Center of East Central Kansas, Emporia, KS  
Metropolitan Nashville Public Schools, Nashville, TN  
Minneapolis Public Schools, Minneapolis, MN  
Proviso East High School, Maywood, IL  
Racine Unified School District, Racine, WI

**5 Sustainability CoILN Teams:**  
Lindsay Unified School District, Lindsay, CA  
Methuen Public Schools, Methuen, Massachusetts  
Newport-Mesa Unified Schools, Costa Mesa, CA  
Novato Unified School District, Novato, CA  
Stamford Public Schools, Stamford, CT

**COHORT II**  
(September 2016-November 2017)

**8 Quality CoILN Teams:**  
Anaheim Union High School District, Orange County, CA  
Fairport Central School District, Rochester, NY  
New Richland Hartland Ellendale Geneva, Southern, MN  
Newport School District, Newport, NH  
Pelham School District, Manchester, NH  
Providence Public School District, Providence, RI  
Santa Monica/Malibu Unified School District, SM/M, CA  
Winona Area Public Schools, Winona, MN

**5 Quality Plus Sustainability CoILN Teams:**  
Chapel Hill Carrboro City Schools, Chapel Hill, NC  
District of Columbia Public Schools, Washington, DC  
Mental Health Center of East Central Kansas, Emporia, KS  
Oakland Unified/Seneca Family of Agencies, Oakland, CA  
SAU #7, Colebrook, Pittsbug, & Stewartstown, NH

**State Teams:**  
Arkansas  
Connecticut  
Delaware  
Indiana  
Massachusetts  
New Hampshire  
New York City  
North Carolina  
Oklahoma  
Rhode Island  
Texas (Houston)  
Washington  
Wisconsin  
Wyoming
School Health Assessment and Performance Evaluation System

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The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:
- Whole school safety planning
- Whole school prevention planning
- Whole school trauma programming
- Classroom strategies
- Prevention and intervention trauma programming
- Targeted trauma-informed programming
- Staff wellness
- Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.

How do I complete the TRS-IA?
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  - Screening and Assessment Library
  - Curated resource center to support school mental health quality improvement

Register to access the TRS-IA
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 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.

We are eager to hear about your experiences using SHAPE-TRS and ways you think the tool can be improved to better support schools in their efforts to enhance their trauma programming. For questions, comments, or concerns, please e-mail trs@theshapesystem.com.

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Assessment</th>
<th>Survey Dates</th>
<th>Reports</th>
</tr>
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<tbody>
<tr>
<td>Whole School Safety Planning</td>
<td>✔️</td>
<td>February 15, 2018 - Sharon Stephan</td>
<td>Domain Report</td>
</tr>
<tr>
<td>Whole School Trauma Programming</td>
<td>✔️</td>
<td>October 13, 2017 – Drew Patenaude</td>
<td>Domain Report</td>
</tr>
<tr>
<td>Classroom Strategies</td>
<td>✔️</td>
<td>October 13, 2017 – Drew Patenaude</td>
<td>Domain Report</td>
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<tr>
<td>Prevention/Early Intervention Trauma Programming</td>
<td>✔️</td>
<td>October 13, 2017 – Drew Patenaude</td>
<td>Domain Report</td>
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<td>Targeted Trauma-Informed Programming</td>
<td>✔️</td>
<td>October 13, 2017 – Drew Patenaude</td>
<td>Domain Report</td>
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<tr>
<td>Staff Self Care</td>
<td>✔️</td>
<td>October 13, 2017 – Drew Patenaude</td>
<td>Domain Report</td>
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</tbody>
</table>
Whole School Safety Planning

Whole school safety planning is a comprehensive approach to creating a school campus where students feel safe and secure. Please answer the following questions about your school’s safety policies and programs.

<table>
<thead>
<tr>
<th>How comprehensive is your school’s assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?</th>
<th>1-Minimally comprehensive, only addresses immediate dangers</th>
<th>2</th>
<th>3</th>
<th>4-Very comprehensive</th>
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<td>○</td>
<td>○</td>
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<table>
<thead>
<tr>
<th>1-Staff inconsistently watches students</th>
<th>2</th>
<th>3</th>
<th>4-Routine monitoring across entire campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>To what extent does your school have a clearly defined strategy to determine when a student may present harm to another student or staff?</th>
<th>1-No defined process</th>
<th>2</th>
<th>3</th>
<th>4-Clearly defined process</th>
</tr>
</thead>
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<tr>
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<table>
<thead>
<tr>
<th>1-School staff are encouraged to prevent bullying on campus, but no training has been offered.</th>
<th>2</th>
<th>3</th>
<th>4-There is a school-wide approach with appropriate training for educators in bullying prevention strategies.</th>
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<th>To what extent have school staff been trained in bullying prevention strategies?</th>
<th>1-No defined process</th>
<th>2</th>
<th>3</th>
<th>4-Clearly defined process</th>
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Personalized report – emerging domain

OVERALL COMPOSITE SCORE: 1.25

Based on your responses, this is an emerging domain for your school. Initial actions schools often take to begin improving their whole school safety planning include:

- Conduct a crisis workshop training for school leadership.
- Identify "hot spots" on your campus that may require supervision.
- Conduct a needs assessment to develop an understanding of bullying in your school using surveys and/or focus groups.

For more in-depth guidance on these actions and next steps, please refer to the Whole School Safety Planning Guide.

About Whole School Safety Planning

Whole School Safety Planning includes procedures and activities for monitoring and maintaining physical safety on a school campus. Your school's Whole School Safety Planning score comprises your ratings on four indicators: (1) your assessment of the safety and predictability of your school campus; (2) implementing a standardized approach for adequate staff supervision of students across public spaces; (3) establishing and following a clearly defined process to determine when a student represents a harm to other students or staff; and (4) staff training in bullying prevention.
Personalized report – advanced domain

OVERALL COMPOSITE SCORE: 2.50

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 Safety 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.

About Whole School Safety Planning

Whole School Safety Planning includes procedures and activities for monitoring and maintaining physical safety on a school campus. Your school’s Whole School Safety Planning score comprises your ratings on four indicators: (1) your assessment of the safety and predictability of your school campus; (2) implementing a standardized approach for adequate staff supervision of students across public spaces; (3) establishing and following a clearly defined process to determine when a student represents a harm to other students or staff; and (4) staff training in bullying prevention.
Strategic Planning Guides

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)?

Who will be involved? List the individuals who will help move this goal forward and their role. Consider multidisciplinary stakeholders from the district, school, community, and family levels.

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<tr>
<th>Individual</th>
<th>Role</th>
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<td>7.</td>
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<td>8.</td>
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Identify 3-5 action steps that can be taken toward achieving this goal.

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

4. __________________________________________________________________________________________

5. __________________________________________________________________________________________
Trauma-Informed Schools Guides

Background:

The Whole School Safety Planning domain includes indicators that represent a comprehensive approach to creating a school campus where students feel safe and secure. Your school’s Whole School Safety score is a composite of four indicators:

1. **Predictable/Safe campus** – Utilize a comprehensive assessment of predictability and safety of your school campus
2. **Adequate supervision** - Implement a standardized approach for staff supervision of students across public campus spaces
3. **Threat assessment strategy** - Establish and following a clearly defined process to determine when a student represents a harm to other students or staff
4. **Bullying prevention** - Train staff in bullying prevention

School safety planning includes developing, implementing, and refining school protocols and procedures to increase school safety for everyone on campus. The indicators in this domain represent different types of planning your school or district can engage in to create a school campus where students feel safe and secure. These planning activities also include assessing current perceptions of campus safety and implementing processes to address safety concerns. 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 Safety Planning

School safety planning empowers schools with the necessary tools to create a safe and supportive learning environment for students, staff, and is essential for students’ academic and social success. Specifically, creating and modifying safety protocols can prevent harm to students, staff, and property in school settings by providing staff with the necessary tools to adequately supervise students, assess student threats, and prevent bullying. Although school trauma is not always preventable, providing a safe school environment can help minimize harm and increase security across campus.

Action Steps:

1. **Create a predictable and safe campus.**
   - Conduct a crisis workshop to train leadership (e.g. NASP PREPaRE)
   - Obtain feedback from staff and students on their perceptions of school safety and conduct a physical scan of school (i.e. security, condition of the building, and environmental hazards) and psychological safety of campus (i.e. welcoming environment, feeling secure)
   - Identify the top 3 safety concerns based on the physical scan and feedback from students and staff
   - Designate a core safety team to address safety concerns, conduct trainings for all school leadership and staff, and provide ongoing skill development with teachers to create a physically and psychologically safe campus
   - Create SMART (specific, measurable, achievable, results-focused, and time-bound) goals that are actionable to address most pressing safety concerns
   - Establish crisis procedures for a variety of individual, school, or community crises
   - Ongoing skills development with teachers and incorporation of safety indicators into standard coaching practice

2. **Conduct needs assessment and provide training to staff on adequate supervision.**
   - Determine staff capacity and needs for providing appropriate supervision in public spaces based on the assessment
   - Identify “hot spots” (e.g. hallway, cafeteria, bus line, etc.) where student safety may be more likely compromised and create routines/routines for students when in hot spots
   - Provide adequate training to teachers, supervisors, security and/or disciplinarians, and support staff on monitoring students across settings on the school campus, and de-escalation techniques to decrease potential danger to students and staff, and damage to property
   - Determine protocols to address any issues that arise

3. **Develop a threat assessment strategy.**
   - Conduct crisis training workshop for school leadership (ex. NASP PREPaRE Workshop 1)
Youth and Family Partnership in Trauma-Responsive School Assessment and Improvement

**Action Steps:**

- **Identify parent and community liaisons to serve in advisory role** for engagement strategies
- **Identify school staff members to serve as liaisons** to families and related community groups to focus on trauma and/or mental health of students
- **Foster ongoing relationships** between school, families, and communities in order to build and maintain safety and trust
- **Gather input from families and communities** through surveys, conducting focus groups, and/or engaging in conversations with existing groups about their perceptions on the importance of trauma education, how well they are supported by the school, and quality of planned programming
- **Create mechanisms for families to safely voice concerns** and/or ideas to school
- **Proactively communicate with families** about school safety plans (e.g., natural disasters, violence, terrorism) and important issues that are a source of stress for them (e.g. immigration policies, police interactions)
- **Connect families to resources** for important services that cannot be provided within the school (e.g., domestic violence shelters, food pantry, legal aid)
- **Provide opportunities for families to learn** about stress and coping, and how to support their children’s development of coping skills
- **Provide opportunities for education and conversation** about trauma in the school/community (ex. a column in the weekly newsletter, or regular health fairs or expos)
Youth and Family Partnership in Trauma-Responsive School Assessment and Improvement

• Discussion Questions
  – How have you partnered with youth and families to promote trauma-responsive/ safe and supportive schools?
  – What is one small step you could take before school starts to increase youth and family partnership?
Questions?

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