Wisconsin’s Approach to Trauma Sensitive Schools
Today’s Work

Background:
Who are we and how did we get here?

The TSS Initiative:
What is it?
How are we implementing?
Is it working?

Implementation Barriers:
Common implementation concerns, regardless of school

Q&A
Life is a journey, not a destination.

Ralph Waldo Emerson
DPI Mission & Vision

Our **VISION** for Wisconsin is that **every** child is a graduate, college and career **ready**.

No matter where you live in Wisconsin, our agenda is aimed at helping our kids succeed. To do so, we’re focused on what matters most:

- Keeping our kids healthy, safe, supported, and encouraged in school, every day
- Promoting engaged learning that motivates all children to reach their full potential
- Ensuring our educators are both inspired and empowered to teach every student
- Fixing the broken school funding system so every district can thrive
DPI Mission & Vision

Keeping our kids healthy, safe, supported, and encouraged in school, every day

• Grow mental health supports for kids across all parts of the state
• Support and expand community learning centers as safe environments for extended learning
• Ensure every child has access to summer learning opportunities and nutritious meals
• Enhance school safety measures that address bullying, racism, and harassment
Background: About the Student Services/Prevention & Wellness Team
Background: A Timeline for Trauma Sensitive Schools in WI

- **2006**
  - Tragic Death of Angie Arndt

- **2007**
  - WI hires a Trauma Informed Care Consultant A National First!

- **2008**
  - WI PBIS Network Established

- **2009**
  - Dissemination of TSS Toolkit & Expanded PD Opportunities for Educators

- **2010**
  - Joel Ristuccia Speaks at large state conference

- **2011**
  - Fostering Futures Developed
  - William Steele gives Preconference Session on TSS

- **2012**
  - Dissemination of TSS Toolkit & Expanded PD Opportunities for Educators

- **2013**
  - WI Receives AWARE & School Climate Transformation Grants

- **2014**
  - WI Receives AWARE & School Climate Transformation Grants
  - 3rd Cohort of TSS Schools

- **2015**
  - TSS Initiative Launches

- **2016**
  - TSS Online Professional Development System
  - 15 Tier 1 Modules

- **2017**
  - 4th Cohort of TSS Schools

- **2018**
  - Inclusion of TIC into state contract agreements
  - DPI Develops TSS Cross Systems Workgroup
  - State health agency
  - State education agency
  - Community mental health
  - Higher education
  - Parent peer specialist
  - Local school district
  - TSS Toolkit
    - Webcasts
    - Implementation Steps
    - PPT for building PD
    - TSS Checklist
    - Books
    - Publications
    - Articles
    - PBIS/TIC Integration white paper
  - Fostering Futures Developed
  - Inclusion of TIC into state contract agreements
Wisconsin’s Trauma Sensitive Schools Initiative: Funding Sources

School Climate Transformation Grant & Project AWARE
- Supports module development
- Training of first 3 cohorts
- Training and TA

Wisconsin 17-19 Biennial Budget
- $120,000 specifically allocated for TSS
- Supporting ongoing coaching, TA and content development
What Is a Trauma Sensitive School?

"Trauma Sensitive Schools (TSS) is an innovation in which schools infuse the core values safety, trust, choice, collaboration and empowerment into their Multi-level System of Support's practices, assessments and program adjustments.

TSS acknowledges the high prevalence of traumatic exposure for students, the importance of staff wellness and strives to meet the unique needs of all learners."

Black, P., Cook, E., & Daniel, S. 2017
The Influence of the Educator

- Early Death
- Disease, Disability & Social Problems
- Adoption of High Risk and Unhealthy Behaviors
- Social, Emotional, & Cognitive Impairments
- Disrupted Neurodevelopment
- Adverse Childhood Experiences
- Historical/Generational Trauma

What Educators Can Do
Efficient and effective way to meet students' needs

- ACEs are common
- It is not always obvious who has been impacted by trauma
- Ensures help for the ‘silent sufferers’

Proactive rather than reactive:

- Focuses on skills building, social emotional learning, and resiliency
- Linked back to school culture and expectations

Empowers all educators in the building

- Focuses on shifting adult perspectives
- Creates the opportunity for all adults to build resiliency and make a difference in student lives
Trauma Sensitive Schools: Theory of Change

1. Professional development for TSS coach and team
2. Professional development for all staff
3. Changes in perspective, culture, and climate
4. Shifts in classroom and school-wide practices
5. Improved student outcomes
Knowledge to Practice Spectrum

Trauma Aware School
- Understanding the prevalence and impact of trauma on the school community

Trauma Responsive School
- Beginning to embed trauma responses into student and school level concerns.

Trauma Sensitive School
- A multi-year transformation process that seeks to embed sustainable changes into school culture, policies, practices and procedures.
The TSS Initiative

Integration of TSS into:
- PBIS
- SEL
- FBA/BIP
- Academic Supports

Trauma Sensitive Schools Project
“Because no matter how much we know, children and families cannot benefit from interventions, supports and services that they do not receive”

National Implementation Research Network, 2014

TSS at the Universal Level: Digging Deeper

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

- School Environments
- Social/Emotional Learning
- Emotional and Physical Regulation
- Building Relationships
- School-Wide Discipline
- Academic Supports
- Cognitive Problem Solving
- Parent Engagement

Staff Wellness
Approach: Wisconsin’s TSS Professional Learning System

Content

Wisconsin School Mental Health Initiative

Trauma-Sensitive Schools
Module 2: Prevalence and Impact of Trauma

Sara Daniel, SaintA
Pam Black, Trauma Sensitive Education

Resources

https://dpi.wi.gov/sspw/mental-health/trauma/modules
Approach: Wisconsin’s TSS Professional Learning System

Implementation Tools

Module #4: Self-Care
Self-Care/Wellness Plan

Module #8: Assessment of School-Wide Social and Emotional Skills Instruction

https://dpi.wi.gov/sspw/mental-health/trauma/modules
Wisconsin’s Trauma Sensitive Schools Initiative

School Selection

- Application process based on *readiness rather than perceived need*:
  - Based on implementation science
    - Hexagon tool: [https://nirn.fpg.unc.edu/learn-implementation/implementation-stages/exploration-readiness](https://nirn.fpg.unc.edu/learn-implementation/implementation-stages/exploration-readiness)
  - Urgency

- Regional Implementation Structure
  - Representation from each of the 12 WI Regional Service Agencies (CESAs)
  - External TA/Coach located regionally
  - 4 total regions
The TSS Kick-Off Preface to Project Expectations

- This project is intentionally designed to be collaborative and responsive to the needs of your buildings & districts. The overarching goal is to help support your school in the development of a trauma sensitive schools initiative that sustains beyond the lifetime of this program.

- This program is constantly growing and evolving thanks, in large part, to regular feedback from you!

- You will likely find many successes, but also setbacks on your journey. That is all part of the process of learning, growing and continuous improvement.

- Our pledge is to provide you with the requested support and encouragement as you work to move this project forward.
TSS Project: PDSA Model

Practice Profiles

Improvement Cycles

Act
- Make Adjustments

Plan
- Decide what to do

Study
- Look at the results

Do
- Do it (be sure)

Cycle
- Do over and over again until intended benefits realized

Shewhart (1924); Deming & Juran (1948); Six Sigma (1990)
TSS Project: Plan

Project Structure

• Selection of a team
  • Encouraged to use existing team focused on Multi-Tiered Systems of Support
  • Administration required. General education teacher leaders strongly suggested
• Selection of 2 internal coaches/TSS Champions
• Development of an annual action plan
  • Action plans are relevant to individual school/district context
• 1 or 2 whole team PD events a year
• Intensive coaching and technical assistance
  • 3-4 regional meetings per year with internal coaches only
  • ‘reverse PD’ model. Schools review online content on their own time and talk about implementation when they get together for their meeting
TSS Project: Do

Most Common Starting Action Items

- Staff wellness
- Professional Development
- Environmental changes
- Perspective Shift
- Positive staff culture
- Expanding partnerships
- Expanding and integrating teams
Evaluation

- WI DPI Trauma Sensitive Schools Fidelity Checklist
- Attitudes Related to Trauma Informed Care (ARTIC)
- Staff, Student, and Parent Climate Surveys (US Department of Education)
- Staff Attendance & Retention
- Interviews with Internal Coaches & Administrators
- Academic information

Year 2 & 3

- Use data to make adjustments, redevelop action plan and continue
WI TSS Project Timeline

- **TSS Kickoff**: Aug 16, 2018
- **ARTIC: First Round**: Oct 15, 2018
- **TSS Fidelity Tool: First Round**: Oct 1, 2018
- **Action Plans Due**: Oct 1, 2018
- **TSS Regional Meetings**:
  - Aug 16, 2018
  - Oct 1, 2018
  - Dec 2018
  - Feb 2019
  - Apr 2019
  - Jun 2019
  - Aug 2019
- **TSS Fidelity Tool: Second Round**:
  - May 15, 2019
  - ARTIC: Second Round
  - May 15, 2019
- **TSS Year 2 Kick-off**: Aug, 2019
- **Implement Action Plan**
The Work Across the State

Legend
- Not Participating
- Cohort 1
- Cohort 2
- Cohort 3
- Cohort 4

126 Districts/Schools
Outcomes

The evaluation of the Wisconsin TSS project will focus on...

- Changes between reporting periods
  - Within same schools
  - Within grade levels
  - Project-wide

- Deeper understanding of cross-sectional/baseline results to inform non-project practice and technical assistance

- Information along with assessment tools/instruments at: https://dpi.wi.gov/sspw/mental-health/trauma/evaluation
TSS Fidelity Assessment Tool

- Instrument developed by DPI with consultation from statewide partners
- Asks schools to report on programs, policies and procedures as fully, minimally, partially or not in place
- Items are combined into 6 sections: (1) School Environment (2) Adult-Student Interactions (3) Leadership and Practices (4) Staff Competence and Actions (5) Discipline (6) Student Competence and Power
- As of October 2018, 51 schools have taken the assessment tool at least twice
ARTIC (Attitudes Related to Trauma Informed Classrooms)

- Survey developed out of Tulane University (New Orleans)
- Available in varying lengths (TSS using a 10 item to maximize response rate)

- **Benefit** in that it can quickly assess attitudes of teachers and staff related to Trauma-Informed practices
- A potential **weakness** lies in respondents being aware of a “correct” answer and that driving responses versus true feelings
I believe that...

Students could act better if they really wanted to.

Students are doing the best they can with the skills they have.
Baseline Results Example: ARTIC (Q1)

On the item related to students behaviors (if they want vs. if they can):

- Majority lean towards “if they can” to varying degrees
- Those teaching 16+ years are less enthusiastic or committal in this view
- What are the reasons behind this?
  - Are younger teachers trained differently?
  - Are younger teachers more idealistic and they will also moot this view?

How can training and technical assistance take into account this baseline difference?
I believe that...

The most effective helpers find ways to toughen up - to screen out of the pain - and not care so much about the work.

The most effective helpers allow themselves to be affected by the work - to feel and manage the pain - and to keep caring about the work.
Baseline Results Example: ARTIC (Q7)

I believe that...

Students need to experience real life consequences in order to function in the real world

Students need to experience healing relationships in order to function in the real world

![Graph showing distribution by role - Teacher vs. Other](image)
U.S. Department of Education School Climate Surveys (EDSCLS)

- Collection of 4 climate surveys (student, instructional staff, non-instructional staff, parent/caregiver)
- Schools in the TSS project taking survey at baseline and follow-up
- Surveys are not identical in length (between type), however address similar topics
U.S. Department of Education School Climate Surveys (EDSCLS) Survey Domains and Sub-Domains

- **Engagement**
  - Cultural and linguistic competence
  - Relationships
  - School participation

- **Safety**
  - Emotional safety
  - Physical safety
  - Bullying/cyberbullying
  - Substance abuse
  - Emergency readiness/management

- **Environment**
  - Physical environment
  - Instructional environment
  - Physical health
  - Mental health
  - Discipline
Questions are grouped based on topic and “scale scores” (100-500) are computed for each survey with each domain and sub-domain. Sub-domain scale scores within the same domain can be compared. For the score, higher is always better (regardless of the labeling of the domain).

An advantage is the ease of comparison of scale scores between administrations and within schools. It can also bring up very specific questions that schools can ask themselves based on their results.

However, the surveys can be a challenge to take due to their length and since scale scores are a result of an algorithm, it can be difficult to explain their standalone significance.
EDSCLS (Student) Example
Results at this High School (real data) show that in the *engagement* and *environment* domains, girls score higher than boys. However in *safety*, this difference goes away.

A school may ask:

- What can be done to improve participation among boys?
- The substance use score (since it can be compared to other *safety* domain measures) is very low. What can be done?
- How can we help girls’ emotional safety since it is both lower than the boys score and lower than their physical safety score?
Quantitative results provide a wealth of information to help direct the project now and for future efforts

- Program **fidelity tool** shows improvements can be made in a variety of areas in a short period of time
- ARTIC and EDSCLS surveys provide real-time information on the perceptions that exist among staff, students and families that can drive short and long-term initiatives
More in-depth statistical analysis of ARTIC and EDSCLS results (at the school level) will be forthcoming during the 2018-19 school year as more schools are able to have multiple assessments.
Through the project formal and informal interviews have taken place.

The enthusiasm expressed through conversations and the number of schools joining at each available new cohort opportunity speaks to the need the TSS Project helps satisfy and the eagerness for schools to have resources to address the needs of all their students.
Sound Familiar?

I bought a THING!

And?

And now I'm happy!

Are you?

Well maybe not as much as when I first bought it, but...

See? That kind of happiness is temporary!

I bought a THING!

HEART, NO!

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Wisconsin’s TSS Initiative: Most Common Barriers

Top 4 Barriers:
- Time
- Team composition
- Changing Staff Mindset
- Integration
- Sustainability

Other Common Barriers:
- Collaboration with other agencies
- Finding Community & Family Members to be on the team
- Organizing the materials, tools, resources
- Fostering Buy-In
- Communicating the message
- Discipline procedures
- Staff Turnover
Wisconsin’s TSS Initiative: Most Common Barriers

“This feels like another thing”
Initiative Alignment

Leadership Team is the Needle
Initiative Alignment

Leadership Team is the Needle
Students need to be focused on learning.

New Reading Curriculum

Emotional Regulation (SEL)
- Students need to persist through difficult tasks

Equity

Perspective Taking (SEL)

Environments (TSS/PBIS)
- Students need to be focused on learning

Skills for Listening (SEL)

Physiological Academic Social Safety (TSS)

Curricular materials needed

Repair relationships (TSS Discipline)
Look for Points of Intersection

Goal: Increase Reading Scores

- Emotional Regulation (SEL): Students need persist through difficult tasks
- New Reading Curriculum
- Environments (TSS/PBIS): Students need to be focused on learning
- Skills for Listening (SEL)
- Repair relationships (TSS Discipline)
- Equity: Curricular materials needed
- Perspective Taking (SEL)
- Physiological Academic Social Safety (TSS)
Look for Points of Intersection

Key Element:
Increase student awareness of self & goals

Perspective Taking Skills (SEL)
Key Element:
Increase student awareness of self & goals

Future Planning (SEL)

HighExpectations (TSS & PBIS)

TSS Values
Key Element:
Relationships

Positive culture (PBIS)

State Mandate Around ACP

Academic Career Planning
Look for Points of Intersection

Big Idea/Goal

Insert Initiative Here

Key Element:

Key Element:
Look for Points of Intersection

MEETINGS, MEETINGS, MEETINGS

YOU GET A MEETING, YOU GET A MEETING...
## Look for Points of Intersection

List **Current** Initiatives that focus on Behavior and/or Mental Health Support

<table>
<thead>
<tr>
<th>District/School Initiative</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Target Group</th>
<th>Financial Commitment (1 = low, 5 = high)</th>
<th>Relation to District Mission &amp; Strategic Plan (1 = low, 5 = high)</th>
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**Note:** The table continues with additional rows for other initiatives.
Wisconsin’s TSS Initiative: Most Common Barriers

“How do we keep this going?”

Finally Done.

Actually, that’s not completely true, the LA LA LA a few... LA GREAT may need JOB EVERYONE on tom... THAT’S A WRAP!
Wisconsin’s TSS Initiative: Most Common Barriers

Empowering Environment
- Supportive structures for implementation of effective practices to address equity gaps.
- Resources and tools to support change.
- Training and coaching through linked teams.

Effective Practices
- Research supported practices within an equitable MLSS.
- Focuses on the universal level.
- Goal is to improve student outcomes and close equity gaps.

Effective Implementation
- Strategies to support effective practices.
- Stage-based process that supports equity, incorporates data, and focuses on teaching and learning within MLSS.

Equity
- This combination of practices, implementation, and environment is key to equity: improving student outcomes and closing gaps.
- Improved student outcomes are integral in DPI’s goal of Every Child a Graduate, College and Career Ready.
Keys to Implementation

Implementation Stages

- Exploration
  - Assess needs
  - Examine intervention components
  - Consider Implementation Drivers
  - Assess Fit

- Installation
  - Acquire Resources
  - Prepare Organization
  - Prepare Implementation Drivers
  - Prepare Staff

- Initial Implementation
  - Adjust Implementation Drivers
  - Manage Change
  - Deploy Data Systems
  - Initiate Improvement Cycles

- Full Implementation
  - Monitor & Manage Implementation Drivers
  - Achieve Fidelity & Outcome Benchmarks
  - Further Improve Fidelity & Outcomes

2-4 Years
Wisconsin’s TSS Initiative: Most Common Barriers

“How do we keep this going?”

Ways that schools have promoted sustainability

- Intentionality
- On boarding process
- Hiring process changes
- Building capacity
- Acknowledging everyone’s roles
- Self-reflecting and adjusting
- Long term vision, short term goals
- Community & parent involvement
- Policy changes
Wisconsin’s TSS Initiative: Anecdotal Results

“I see that [trauma reactions] in some students, and now it’s making me think their choices may have more with their background than ...[me].”

~TSS Coach, paraphrasing teachers’ budding awareness in his school.

“I think they [the teachers] thrive off of getting reasons for why kids are the way they are, vs. just saying ‘that’s the way they are.’ So they are intrigued and they want to learn different strategies.”

~TSS Coach

[TSS Initiative] is an amazing thing; it is changing [our school]. Again, I would say for the majority of the staff it’s changing the way they think about kids and their behavior.”

~Elementary School Principal

“It’s been great information. The [TSS] modules have been extremely helpful. My background is psych and counseling. I feel I’ve gained tremendous amounts of insight. I mean, that’s my field, and it’s given me a different outlook.”

~Middle School Counselor
Questions?

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