A Tool for Creating Safe, Supportive, and Trauma-Responsive Schools

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

- Established in 1995. Federal funding from the Health Resources and services Administration.
- Focus on advancing school mental health policy, research, practice, and training.
- Shared family-schools-community agenda.

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Center for Childhood Resilience

Resilient Kids. Stronger Communities. Brighter Futures.
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
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
Online School Self-Assessment

• Calls for schools to become trauma-informed

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

• This is an instrument designed to be a user-friendly online instrument for school administrators and other decision-makers
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
Expert Panel Process

9 expert stakeholders ranked 39 domains and indicators by a) importance to a trauma-informed school, and b) actionability

• Scale of 1-9
  
  1-3 = unimportant/not actionable
  
  4-6 = somewhat important/somewhat actionable
  
  6-9 = extremely important/extremely actionable
Expert Panel Process

• Round 1 Ratings:
  • 33 of the original 39 items received a consensus ratings of very important (85%)
  • 6 items that were not agreed upon warranted an online group discussion.
  • Expert feedback revealed the need for an additional domain.

• Round 2 Ratings
  • 6 revised items were received consensus
  • 5 new items were rated as very important.
Key Components of a Trauma-Responsive School

- Community and Family Supports
- Whole School Safety and Prevention Planning
- Whole School System
- Classroom-Based strategies
- Early Interventions for Trauma
  - Targeted Interventions for Trauma
Key Components of a Trauma-Responsive School

- Whole School Safety, Prevention Planning and Staff Support
- Whole School Trauma Programming
- Classroom-Based Strategies
- Early Interventions for Trauma
- Targeted Interventions for Trauma
Targeted Trauma Interventions

- Multidisciplinary team meetings
- Individualized trauma intervention (TF-CBT)
- Links to community-based trauma-informed community mental health providers
Early Intervention for Trauma

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

- Use of socio-emotional learning programs (e.g. Second Step)
- Safe and calm classroom settings
- Teachers provide behavioral support to students in the classroom
- Integration of trauma history into the IEP process
Whole School Trauma Programming

- Staff trained to provide emotional support to students following traumatic event (i.e., PFA for Schools, MH First Aid)
- Discipline policies that are sensitive to trauma exposed students
- School security and police trained to respond using tactics to de-escalate situations and avoid re-traumatization
- Restorative practices
- All staff trained to understand trauma and interact with trauma exposed students
Whole School Prevention Programming

- Mechanisms for students to share concerns about peers
- Defined process for record sharing across relevant staff (i.e. legal, mental health, academic)
- School climate assessment
- Trauma-informed emergency drills
- Clearly defined school wide behavioral expectations (e.g. PBIS)
Whole School Safety Planning

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

• A standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self-care strategies.
• 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

- Staff trained to be sensitive to racial and ethnic sensitivities (i.e. language, immigration status)
- Racially and ethnically sensitive resources and services for students and families
- 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.
Guidance for Implementation

• What are *the most fundamental* action steps schools can take to become more trauma-informed within a certain domain or indicator?

• For each domain, 3 expert consultants
  • Ranked the importance of each indicator within the domain
  • Provided concrete action steps to achieve each indicator
Guidance for Implementation

• Action steps from expert consultants were compiled, then all consultants ranked these action steps in order from most fundamental to most advanced

• This guidance for implementation is presented in two formats within SHAPE-TRS
  • Personalized reports
  • In-depth quality guides
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).
School Health Assessment and Performance Evaluation System

Join Us!

When you click Join Now and answer a few questions, your school mental health system will be counted in the National School Mental Health Census and will receive a Blue Star SHAPE Recognition.

Also, we will use your name and e-mail address to update you on SHAPE System news and resources. Anyone (district/school leader, educator, health/mental health provider, parent, student, etc.) from a school system can join us!

Join Now

Schools and school districts can use SHAPE to:
- Be counted in the National School Mental Health Census
- Achieve SHAPE recognition to increase opportunities for federal, state, and local grant funding
- Access free, targeted resources to help advance your school mental health quality and sustainability
- Advance a data-driven mental health team process for your school or district

Register to Improve Your School Mental Health System

Free Custom Reports  Strategic Team Planning  Free Resources  Be Counted
Schools and School Districts Can Use SHAPE To:

Document your service array and multi-tiered services and supports

www.theshapesystem.com
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

www.theshapesystem.com
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 Census.
  - 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 SHAPE 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 two 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
“It has brought key folks to the table that had not previously worked together for a common purpose/shared goals. It sparked ideas and enthusiasm. It helped the school and community providers better align. It provided lots of learning for our team that we can spread to others in the district. It gave us a framework, resources, and ideas to use in our efforts. It gave us a reason to get started on good work.”
“It forces us to look at our progress, and how we are coding, collecting and reporting data.”

[I love that] “… we are a collective group of unique individuals working towards the same goal.”

User friendly and accessible

Assessment and feedback
“We are finally beginning to talk about mental health and develop a system to track our students who are in need of and/or receiving services. It has been a very slow process, but at least it is now on the radar with the district.”

Enhanced recognition of school mental health
“It has **made us accountable** in setting goals/outcomes, tracking data and conducting ongoing assessments on how we are integrating mental health supports in our schools.”

Provided teams with structure
“Our system has **improved across the board** regarding implementation of the National Performance Measures, which has, in turn, translated into **better services for students**, **stronger and more sustainable partnerships** with community mental health agencies and universities, **improved practices** regarding identification of students and progress monitoring, and the adoption of policies and strategies that **place school mental health as a central focus for district improvement**. Funding has improved as well, and the district has teamed to move the mental health initiative in [our district] moving forward.”
# DEMO SCHOOL NAME

School Mental Health System

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**System Performance**  |  **Trauma Responsiveness**  |  **Screening and Assessment**  |  **Team Members**

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This is the intro paragraph.

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Last Updated</th>
<th>Assessment</th>
<th>View Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School Safety Planning</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Whole School Prevention Planning</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Whole School Trauma Programming</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Classroom Strategies</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Prevention/Early Intervention Trauma Programming</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Targeted Trauma-Informed Programming</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
</tbody>
</table>
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>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1-Minimally comprehensive, only addresses immediate dangers</td>
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<tr>
<td>How comprehensive is your school’s assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?</td>
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<td>1-Staff inconsistently watches students</td>
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<td>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?</td>
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<tr>
<td>1-No defined process</td>
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<tr>
<td>To what extent does your school have a clearly defined strategy to determine when a student may present harm to another student or staff?</td>
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<tr>
<td>1-School staff are encouraged to prevent bullying on campus, but no training has been offered</td>
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<tr>
<td>To what extent have school staff been trained in bullying prevention strategies?</td>
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<tr>
<td>1-There is a school-wide approach with appropriate training for educators in bullying prevention strategies.</td>
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</tbody>
</table>
Personalized report – emerging domain

OVERALL COMPOSITE SCORE: 1.25

0 1 2 3 4

- Safe/predictable campus: 1
- Adequate supervision: 2
- Threat assessment strategy: 1
- Bullying prevention: 1

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

Safe/predictable campus: 1
Adequate supervision: 2
Threat assessment strategy: 3
Bullying prevention: 4

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.

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Sample Guide

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 equips schools with the necessary tools to create a safe and supportive learning environment for teachers, staff, and students, 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 traumas are not always preventable, providing a safe school environment can help minimize harm and increase security across campus.

School safety planning equips schools to create a safe and supportive learning environment for teachers, staff, and students and is essential for students’ academic and social success.

**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/rituals 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)

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The Center for Childhood Resilience (CCR) is focused on building the resiliency of all children and youth by leading innovative, sustainable and evidence-based strategies that engage youth-serving organizations in a public health approach to addressing the impact of trauma and promoting mental health and wellness.