Multiyear District Implementation of Trauma-Informed Practices: Champaign Unit 4 School District
2014-2015 School Year

Key Accomplishments

• Project AWARE grant awarded for Youth Mental Health First Aid (YMHFA) Training
• Four YMHFA trainings held

Learnings for Other Districts

• Identify district and community partners
  – Who gives you leverage?
  – Who can allocate funds?
• Plan to brief your decision makers regularly
  ❖ Begin with adult work – establish need and work on mindset
2015-2016 School Year

**Key Accomplishments**

- YMHFA training continues
- All SSWs and school psychologists trained in Cognitive Behavior Intervention for Trauma in Schools (CBITS)
  - Beginning of our partnership with CCR
- Supported implementation for CBITS clinicians (CCR)
  - CBITS groups run in 9 of 17 buildings

**Learnings for Other Districts**

- Identify funding sources
- Set expectations about how PD will be followed up (ex. must run one student group)
- Continue to brief decision makers on accomplishments – be aware of your audience
- This year we continue adult work and add services to students
2016-2017 School Year

Key Accomplishments – Tipping Point Year

• YMHFA training continues
• All elementary SSWs and school psychologists trained in Bounce Back (BB) (CCR)
• Supported implementation for CBITS and BB clinicians (CCR)
  – CBITS or BB groups run in 14 of 17 buildings
• PD session at administrators kickoff presented by CCR partners
• Mandated staff training module on trauma and its impact on youth, delivered through Safe Schools
• Leveled modules provided to principals for staff development
• Champaign Trauma Cadre trained to deliver Trauma 101 course (CCR)
  – Delivered at 5 buildings and Special Education Summer Institute
2016-2017 School Year

Learnings for Other Districts – Tipping Point Year

• This is the year that our Superintendent became involved, began to champion the cause, and leaned on others to do so as well

• Create opportunities where they don’t exist - Special Education Summer Institute

• *If you are leading this work, prepare for the time when you have greater need than capacity*
  
  – We should have systematically involved other district-level administrators prior to the end of this year
Key Accomplishments

• January 2018: 466 school and community members trained in YMHFA to date
• CBITS/BB training for new hires; supported implementation; groups run in 15 of 17 buildings (CCR)
• Trauma 101 course delivered at 12 buildings by the end of the year; supported implementation of cadre (CCR)
• Begin pilot of trauma-informed schools work at two pilot buildings* (CCR)

Learnings for Other Districts

• Continue to drive existing initiatives during expansion; target decision makers and official/unofficial leaders
• Understand and articulate the connections to current practice/beliefs
• Identify champions across settings
2017-2018 School Year

Learnings for Other Districts – Trauma-Informed Schools Work

• Secure buy-in from building administration and be purposeful about Leadership Team selection
• Be clear about purposes, asks, tasks; beware of trying to add this to the work of an existing group with an existing purpose
• Identify point person on Leadership Team – shift responsibility to the building
• Plan for sharing of information to broader building staff
• Emphasize assessment prior to action planning
• Self-care was a natural starting place for both of our buildings
• Don’t create a single-point-of-failure system at the District-level
2018-2019 School Year: Goals

• Continue YMHFA training and CBITS/BB training for new hires; CBITS/BB groups run in buildings
• Incorporate race & equity lens into trauma work – CCR work with administrators
• Complete *Trauma 101* training at buildings and with support staff
• Add two buildings to trauma-informed schools work
• Repurpose trauma cadre to address future needs