

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?

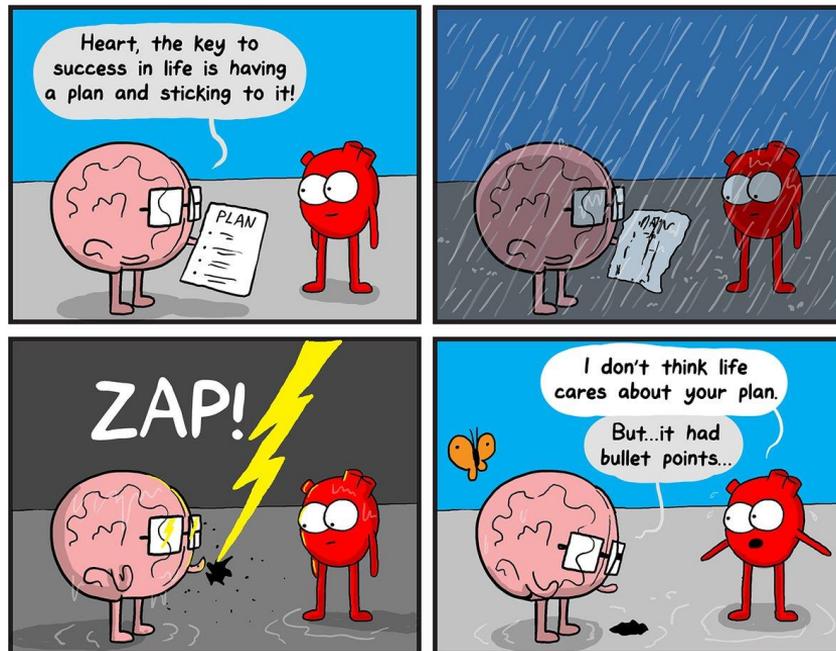
How are we implementing?

Is it working?

Implementation Barriers:

Common implementation concerns, regardless of school

Q&A



theAwkwardYeti.com



How Did We Get Here?



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

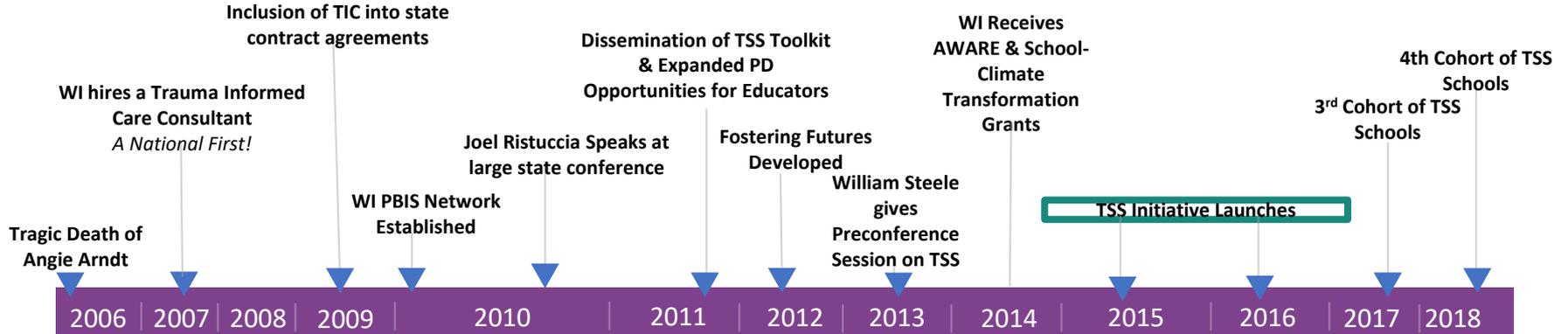
- Grow mental health supports for kids across all parts of the state
- Support and expand community learning centers as safe environments for extended learning
- Ensure every child has access to summer learning opportunities and nutritious meals
- Enhance school safety measures that address bullying, racism, and harassment



Background: About the Student Services/Prevention & Wellness Team



Background: A Timeline for Trauma Sensitive Schools in WI



WI Health Organizations

- Initiated a state sponsored TIC listrv
- New rules limiting the use of seclusion/restraint

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

TSS Online Professional Development System

- 15 Tier 1 Modules
- 15 Tier II/III Modules
- TSS Fidelity Tools
- Implementation Tools
- TA for Schools



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?

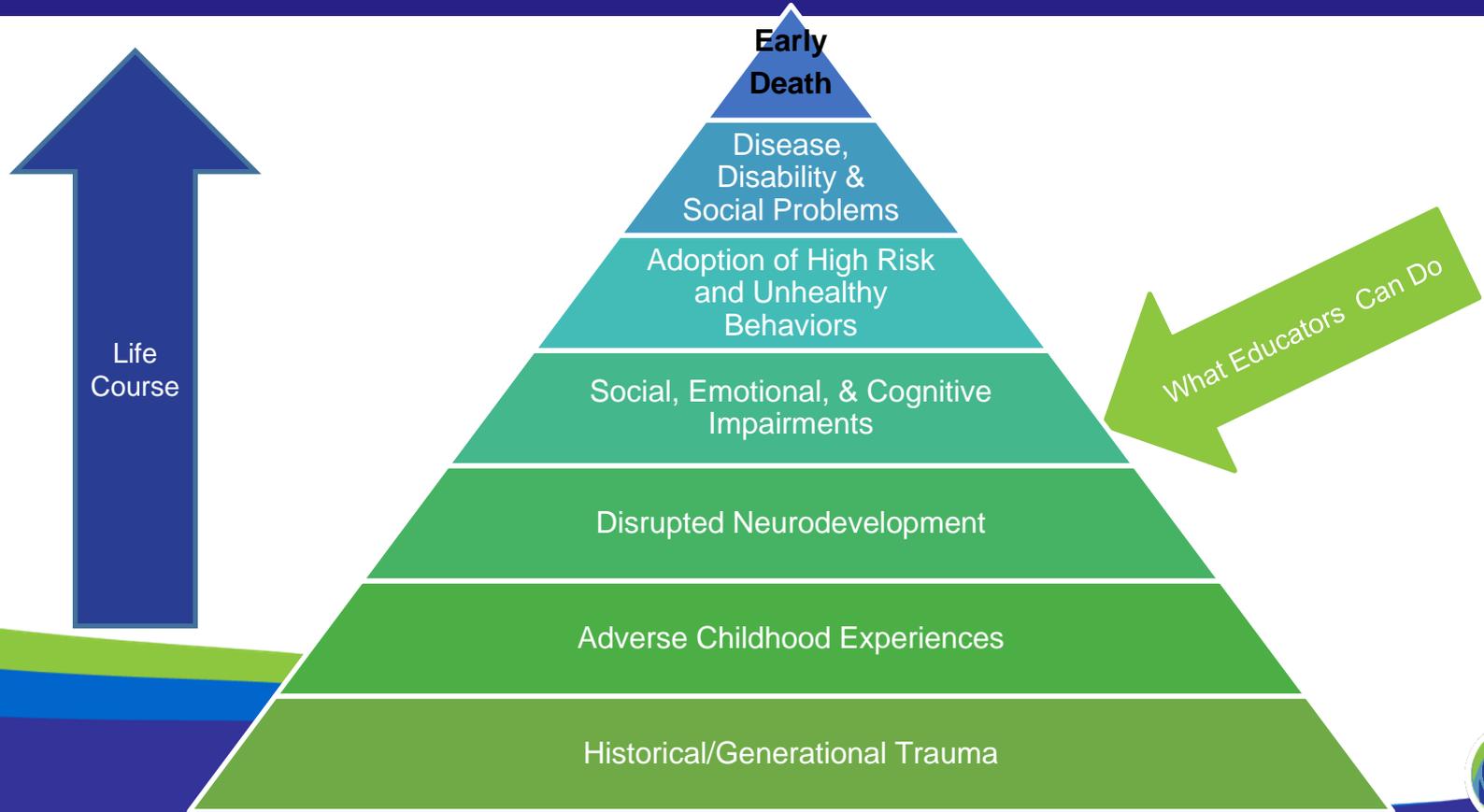
"Trauma Sensitive Schools (TSS) is an innovation in which schools infuse the core values safety, trust, choice, collaboration and empowerment into their Multi-level System of Support's practices, assessments and program adjustments.

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



The Whole School Approach

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



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

Trauma Aware School

Trauma Sensitive
Schools Awareness
Training

Trauma Responsive School

Integration of TSS into:

- PBIS
- SEL
- FBA/BIP
- Academic Supports

Trauma Sensitive School

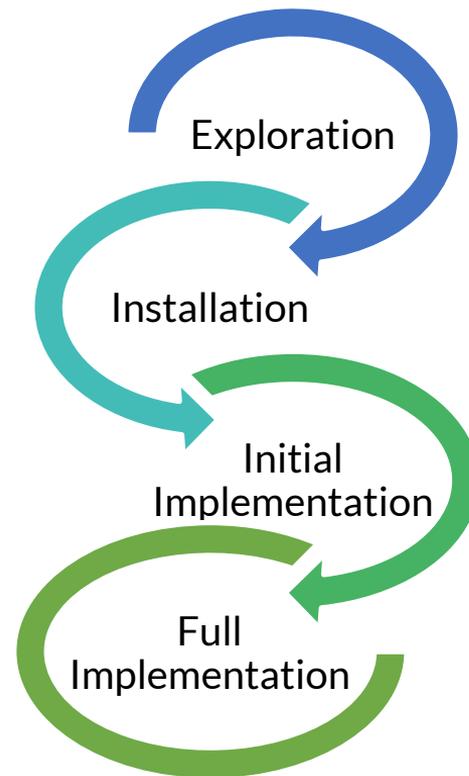
Trauma Sensitive
Schools Project



TSS is a Journey

“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

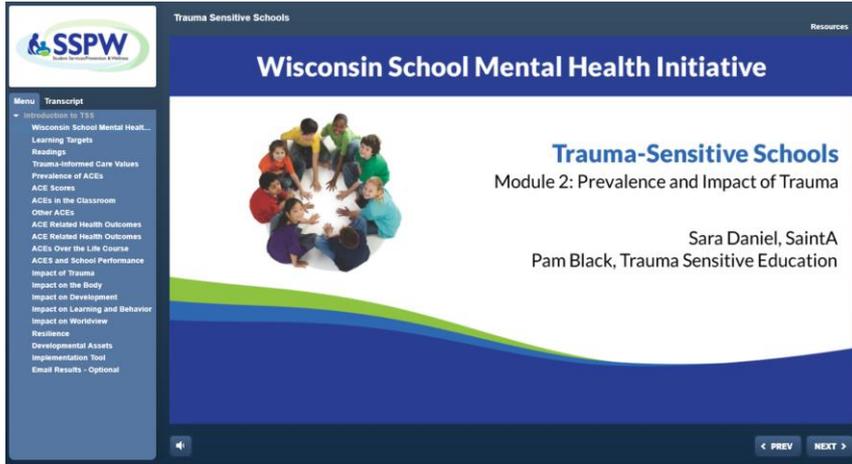
Parent
Engagement

Staff Wellness



Approach: Wisconsin's TSS Professional Learning System

Content



The screenshot shows a web page titled "Wisconsin School Mental Health Initiative" with a sub-header "Trauma Sensitive Schools". The main content area features a group of diverse children sitting in a circle, with the text "Trauma-Sensitive Schools" and "Module 2: Prevalence and Impact of Trauma" below it. The authors listed are Sara Daniel, SaintA and Pam Black, Trauma Sensitive Education. A left-hand navigation menu lists various topics such as "Introduction to TSS", "Learning Targets", "Readings", "Trauma-Informed Care Values", "Prevalence of ACEs", "ACE Scores", "ACEs in the Classroom", "Other ACEs", "ACE Related Health Outcomes", "ACE Related Health Outcomes", "ACEs Over the Life Course", "ACEs and School Performance", "Impact of Trauma", "Impact on the Body", "Impact on Development", "Impact on Learning and Behavior", "Impact on Worldview", "Resilience", "Developmental Assets", "Implementation Tool", and "Email Results - Optional". A "Resources" tab is visible in the top right corner of the page.

Resources



The screenshot shows a dropdown menu titled "Resources" with the text "Here are some useful links and documents:". The menu lists four items: "Developing a Self-Care Plan", "Rules for ProQOL Use", "Self-Care Wellness Plan Template", and "Self-Reflection".



Approach: Wisconsin's TSS Professional Learning System

Implementation Tools

Review Tool for School Policies, Protocols, Procedures & Documents: Examination Using a Trauma-Sensitive School Lens

Trauma-Informed Care (TIC) Value	Desired Characteristics of the Policy, Protocol, Procedure or Document	Consistency with the Desired Characteristic*					Cite evidence to support rating
		1 Very Inconsistent	2 Inconsistent	3 Neutral or Not Sure	4 Consistent	5 Very Consistent	
Safety	This policy, protocol, procedure or document:						
	<ul style="list-style-type: none"> Reinforces listening to students' histories without judgment. Emphasizes value for emotional and physical safety for students, including adapting usual approaches, if needed. 						

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

Name:

Date:

Area of Need #1:

Current practice	
Goal <i>Specific Measurable Time-limited</i>	
Activities & objectives to meet the goal	

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

Social Emotional Learning (SEL) Skill Category	Grade Levels/ Classrooms/Students	Time of Day/ Days of Week	Instructors	Practiced/ Reinforcement
Emotional Vocabulary <ul style="list-style-type: none"> Know feeling words and their meaning Identify personal feelings Use the correct vocabulary to describe feelings 				



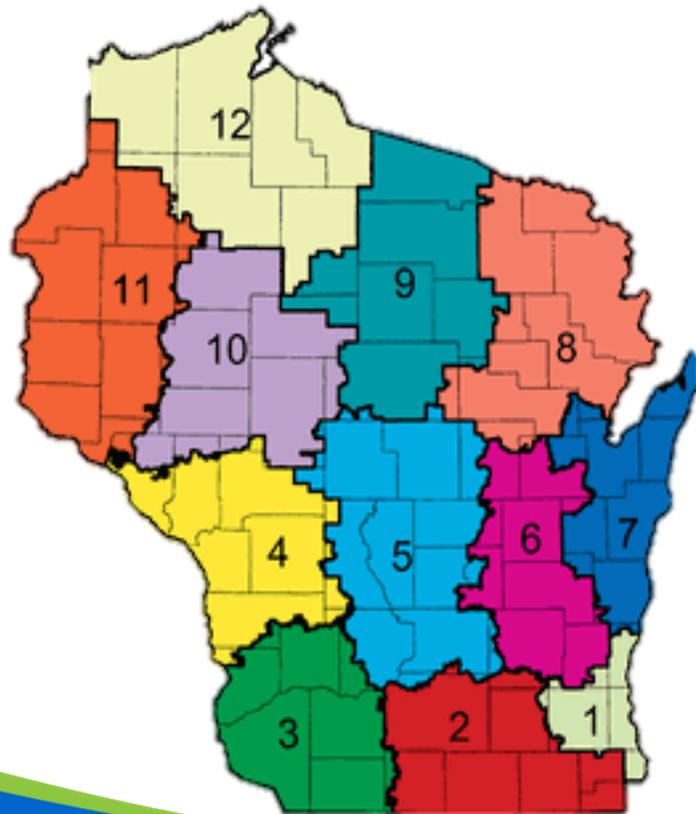
Partnerships



Saint 



Wisconsin
Safe and Healthy
Schools Center



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>)
 - Urgency
- Regional Implementation Structure
 - Representation from each of the 12 WI Regional Service Agencies (CESAs)
 - External TA/Coach located regionally
 - 4 total regions

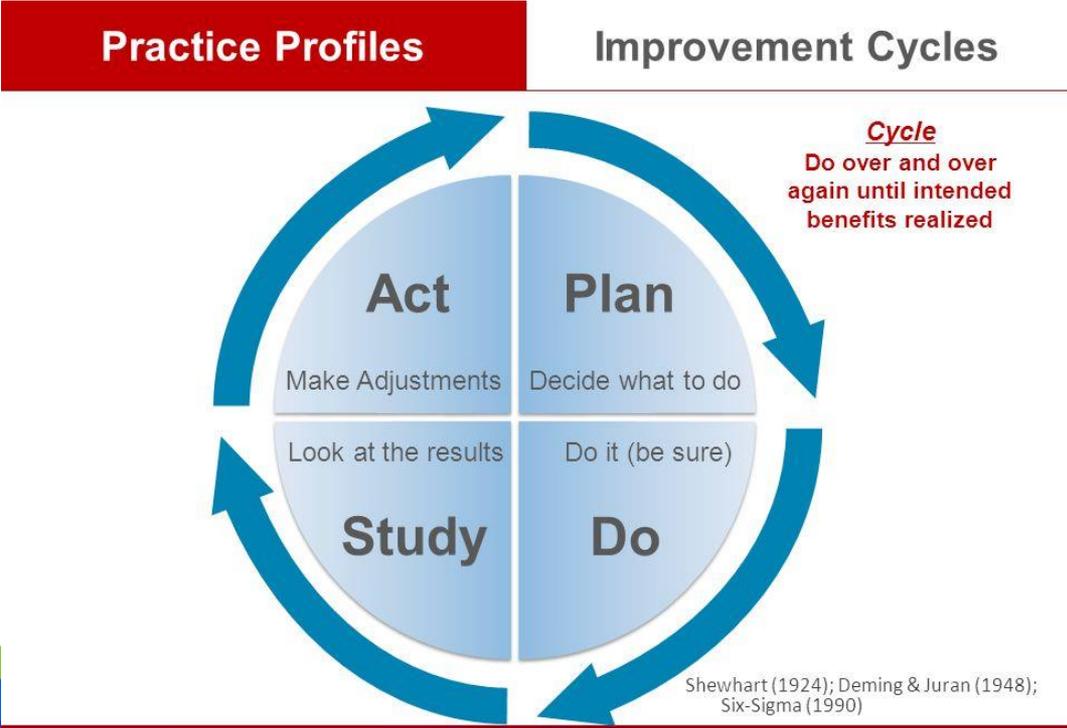


The TSS Kick-Off Preface to Project Expectations

- 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



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



TSS Project: Study & Act

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 Regional Meetings

Implement Action Plan

TSS Fidelity Tool: First Round

Oct 1

Oct 1

ARTIC: First Round

Oct 15

TSS Fidelity Tool: Second Round

May 15

ARTIC: Second Round

May 15

TSS Year 2 Kick-off

Aug, 2019

TSS Kickoff
Aug 16

Action Plans Due
Oct 1

2018

2019

Aug

Oct

Dec

Feb

Apr

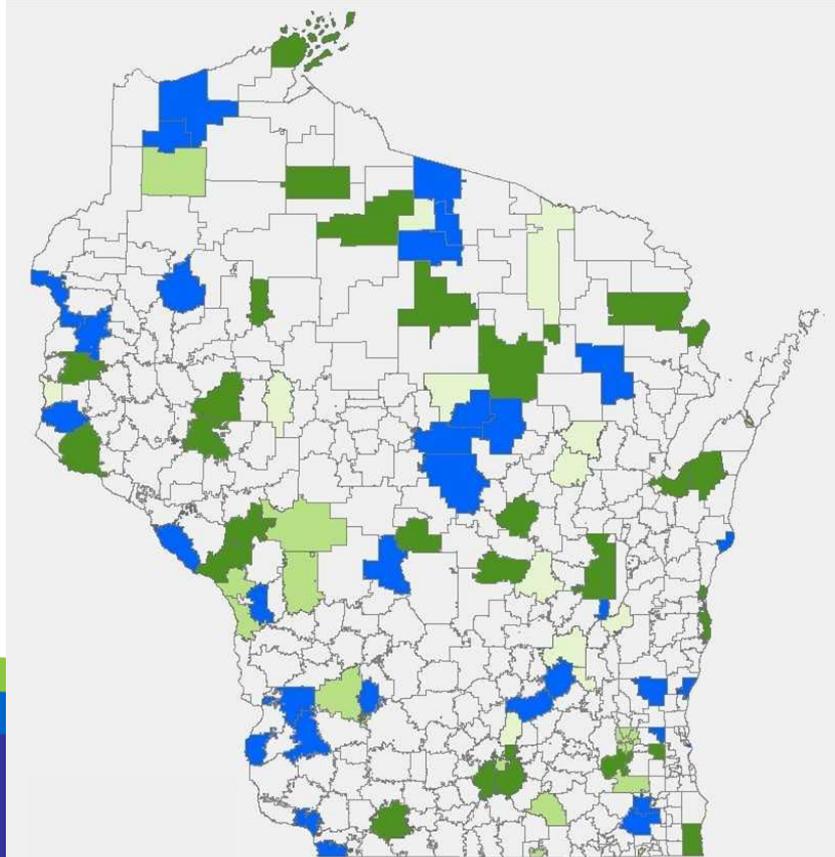
Jun

Aug

Today



The Work Across the State



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>

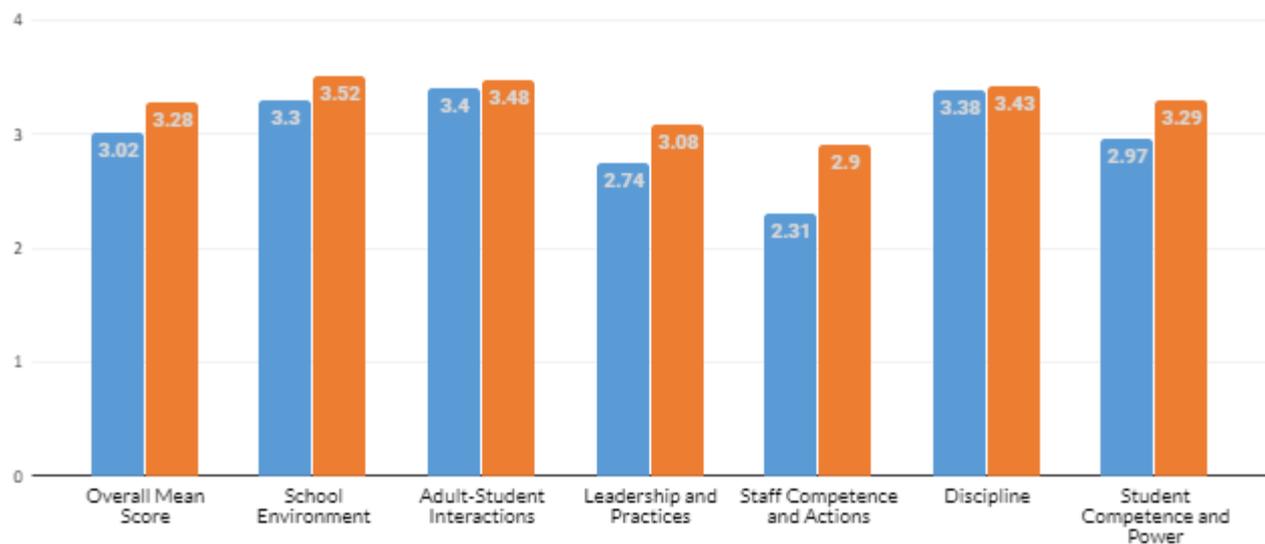


TSS Fidelity Assessment Tool

- 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



TSS Fidelity Assessment Tool: Baseline and Most Recent Administration (n=51 schools)



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



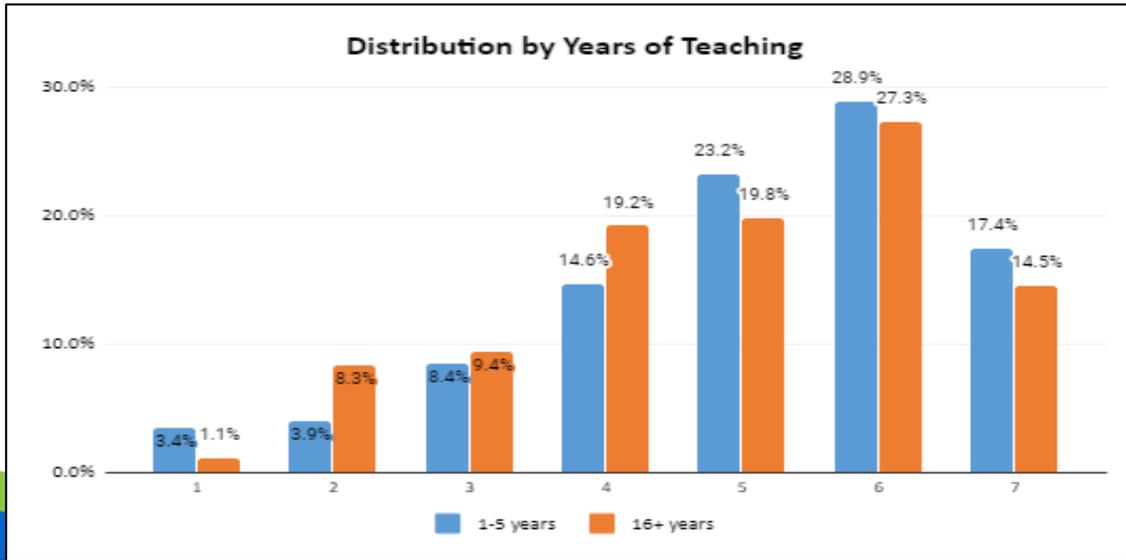
Baseline Results Example: ARTIC (Q1)

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?



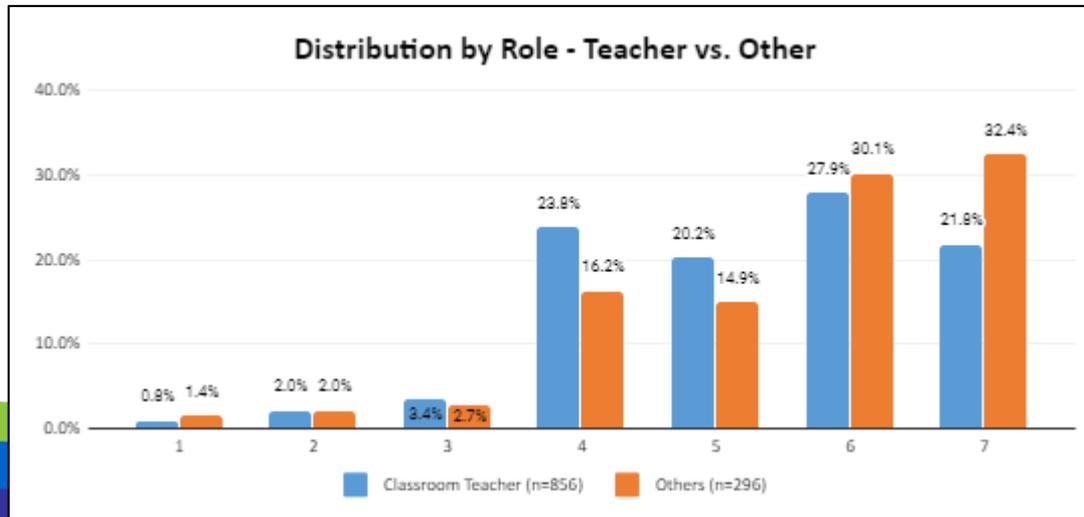
Baseline Results Example: ARTIC (Q10)

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



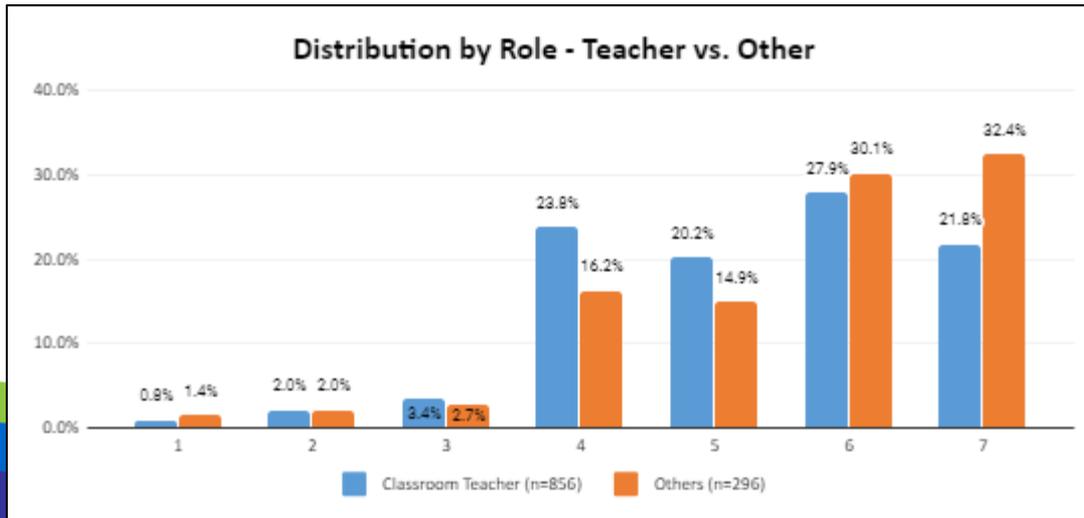
Baseline Results Example: ARTIC (Q7)

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

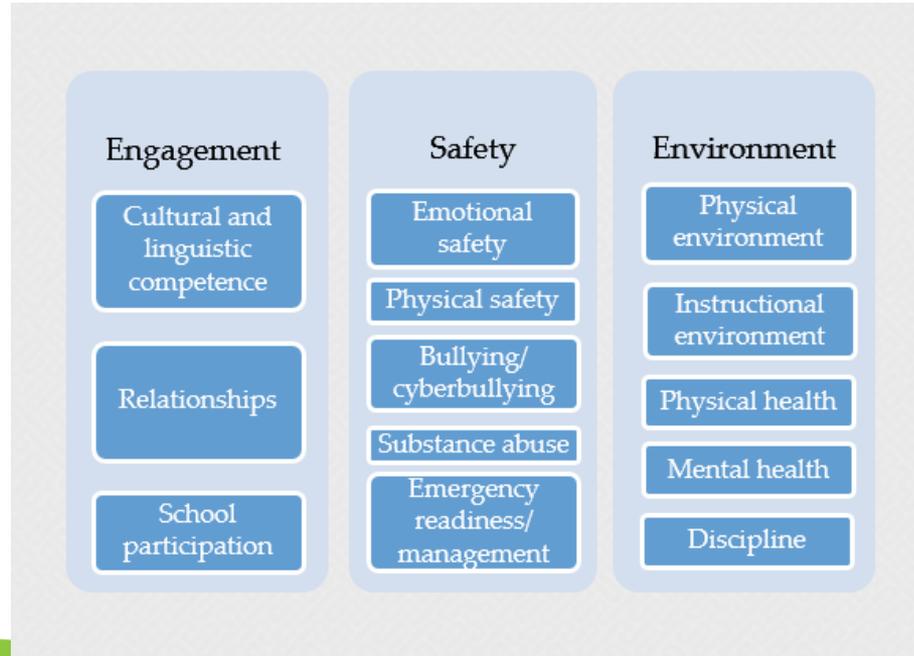


U.S. Department of Education School Climate Surveys (EDSCLS)

- 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

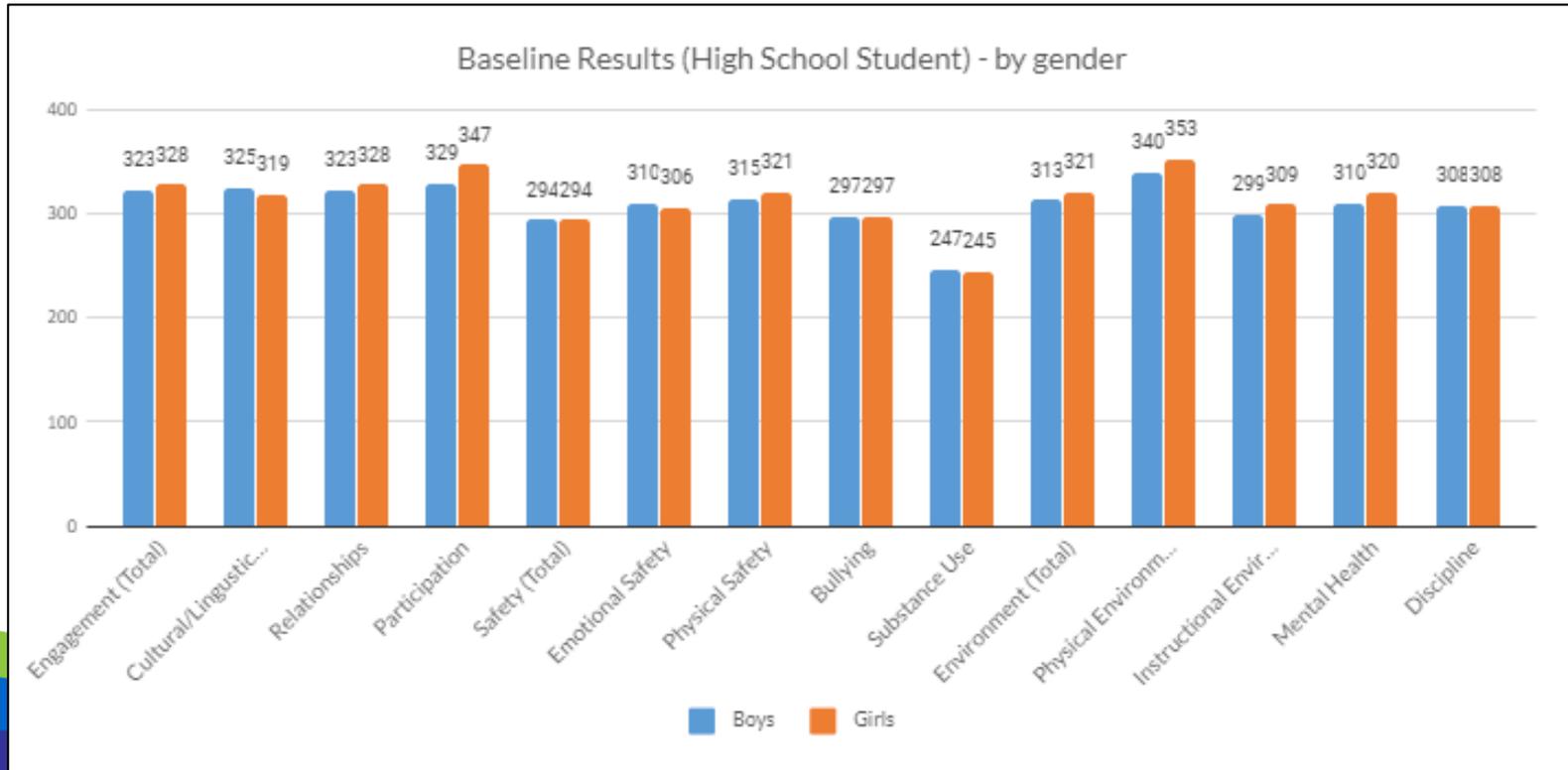


U.S. Department of Education School Climate Surveys (EDSCLS)

- 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



Boys Girls



EDSCLS (Student) Interpretation

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

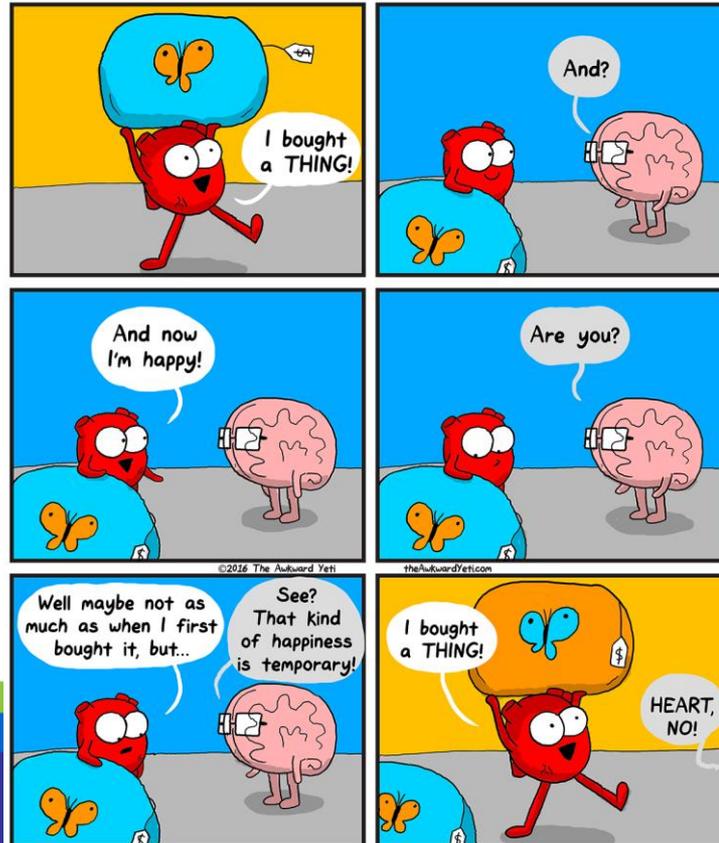


Through the project formal and informal interviews have taken place

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?



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Wisconsin's TSS Initiative: Most Common Barriers

Top 4 Barriers:

- Time
- Team composition
- Changing Staff Mindset
- Integration
- Sustainability

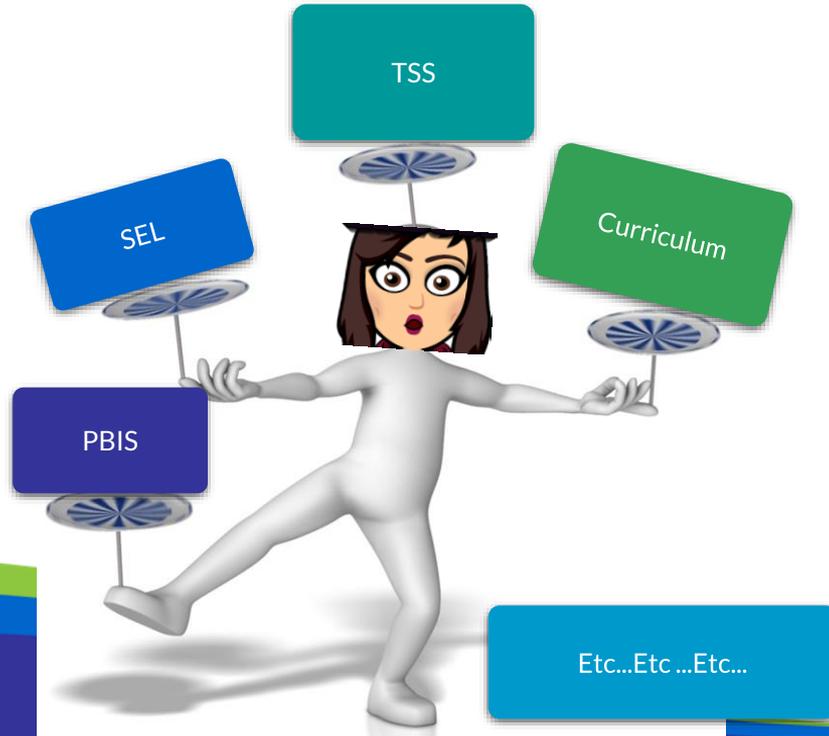
Other Common Barriers:

- 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



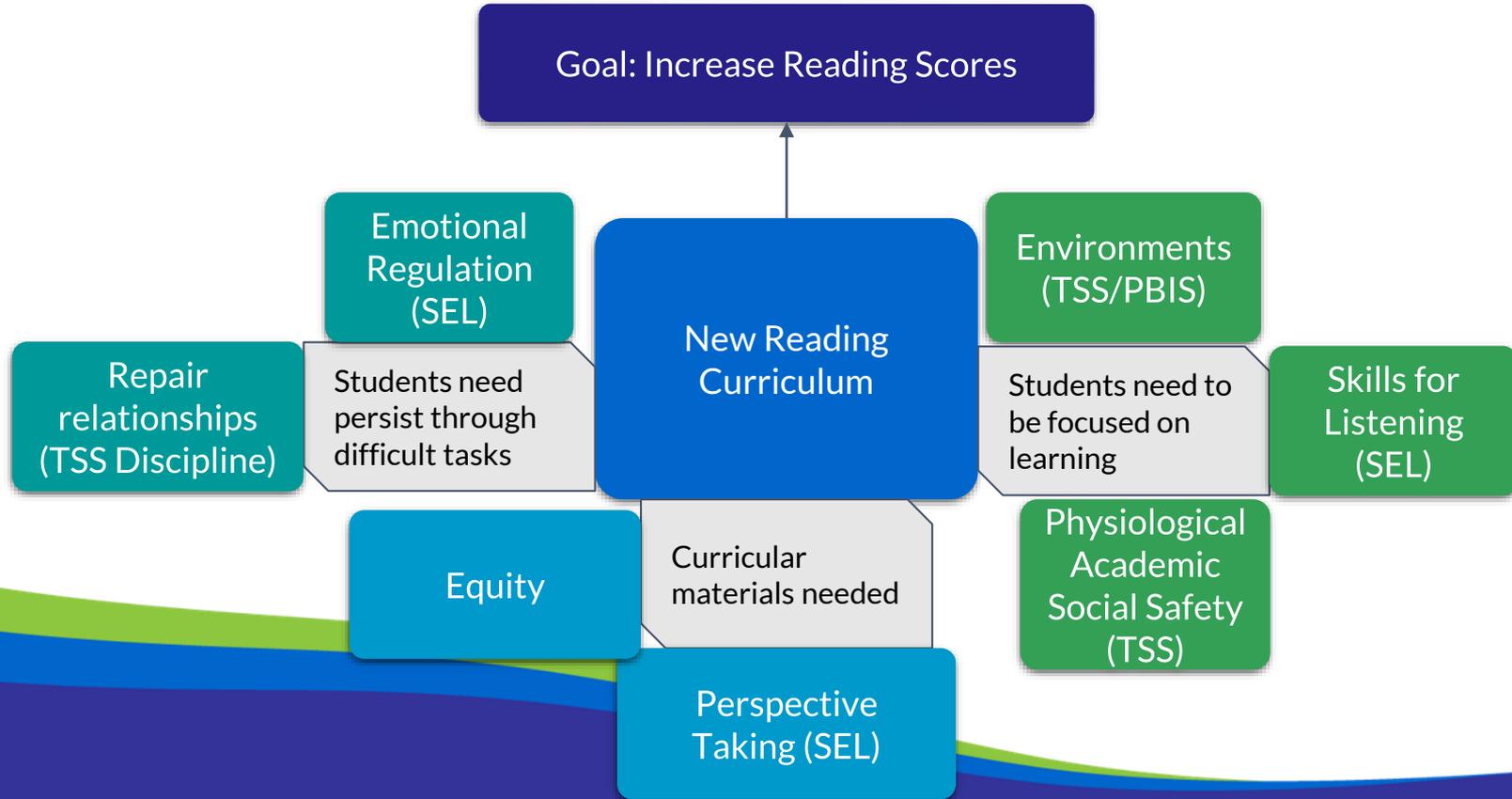
Initiative Alignment



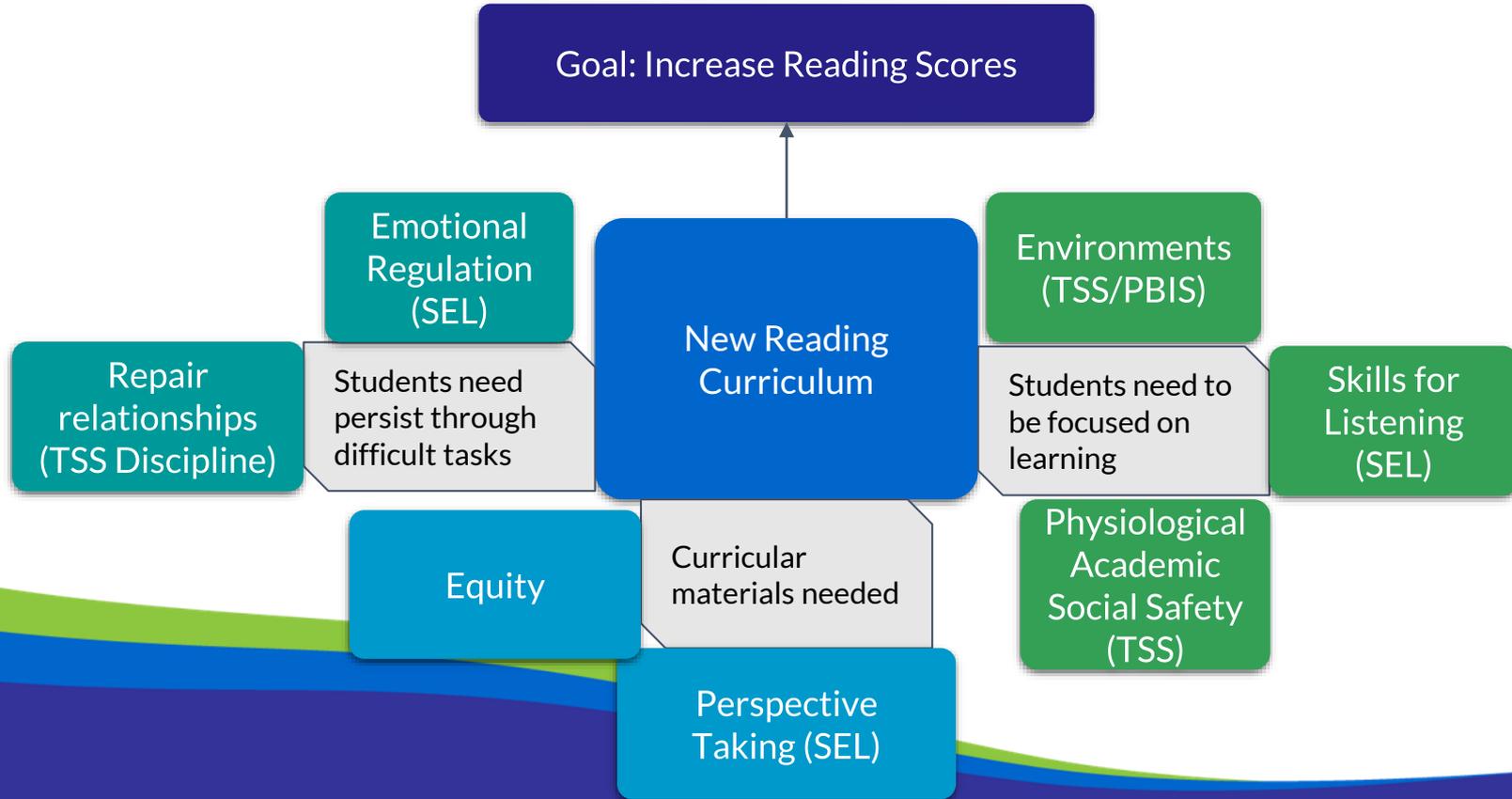
Leadership Team is the Needle



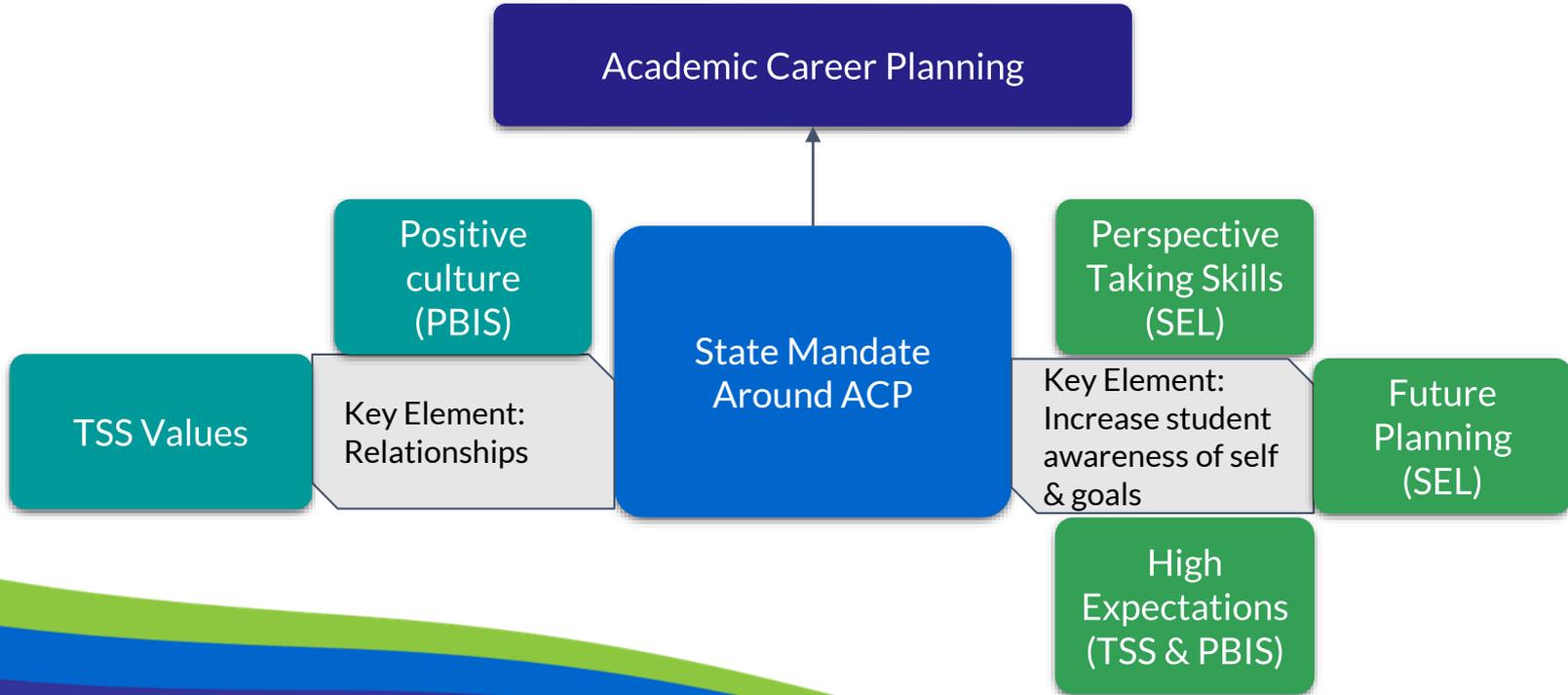
Look for Points of Intersection



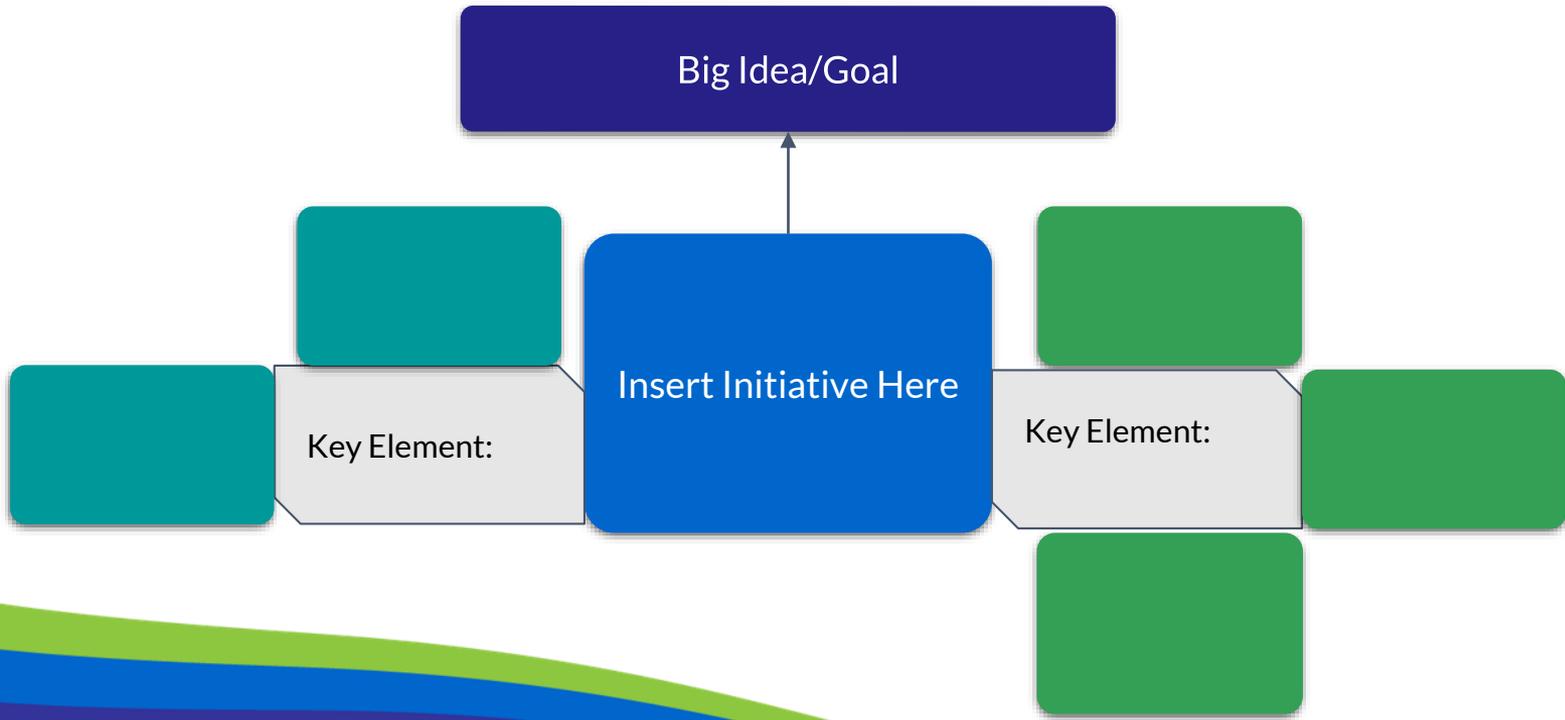
Look for Points of Intersection



Look for Points of Intersection



Look for Points of Intersection



Look for Points of Intersection



Look for Points of Intersection

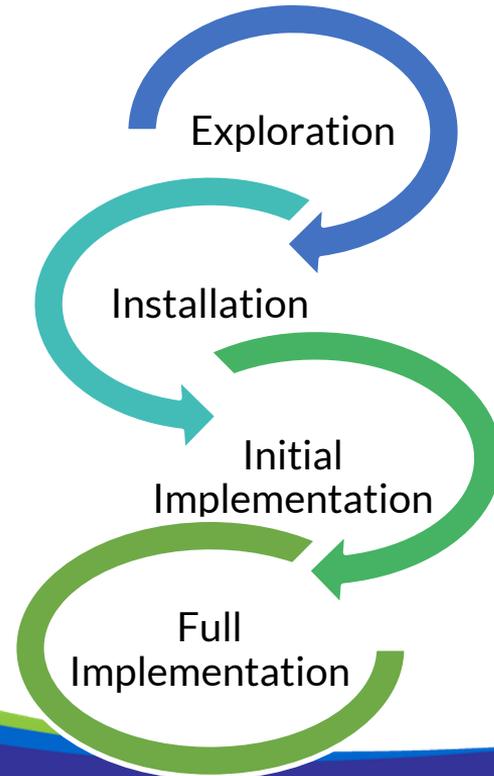
List Current Initiatives that focus on Behavior and/or Mental Health Support

District/School Initiative	Purpose	Expected Outcome	Target Group	Financial Commitment (1 = low, 5 = high)	Relation to District Mission & Strategic Plan (1 = low, 5 = high)
				1 2 3 4 5	1 2 3 4 5
				1 2 3 4 5	1 2 3 4 5
				1 2 3 4 5	1 2 3 4 5
				1 2 3 4 5	1 2 3 4 5
				1 2 3 4 5	1 2 3 4 5
				1 2 3 4 5	1 2 3 4 5

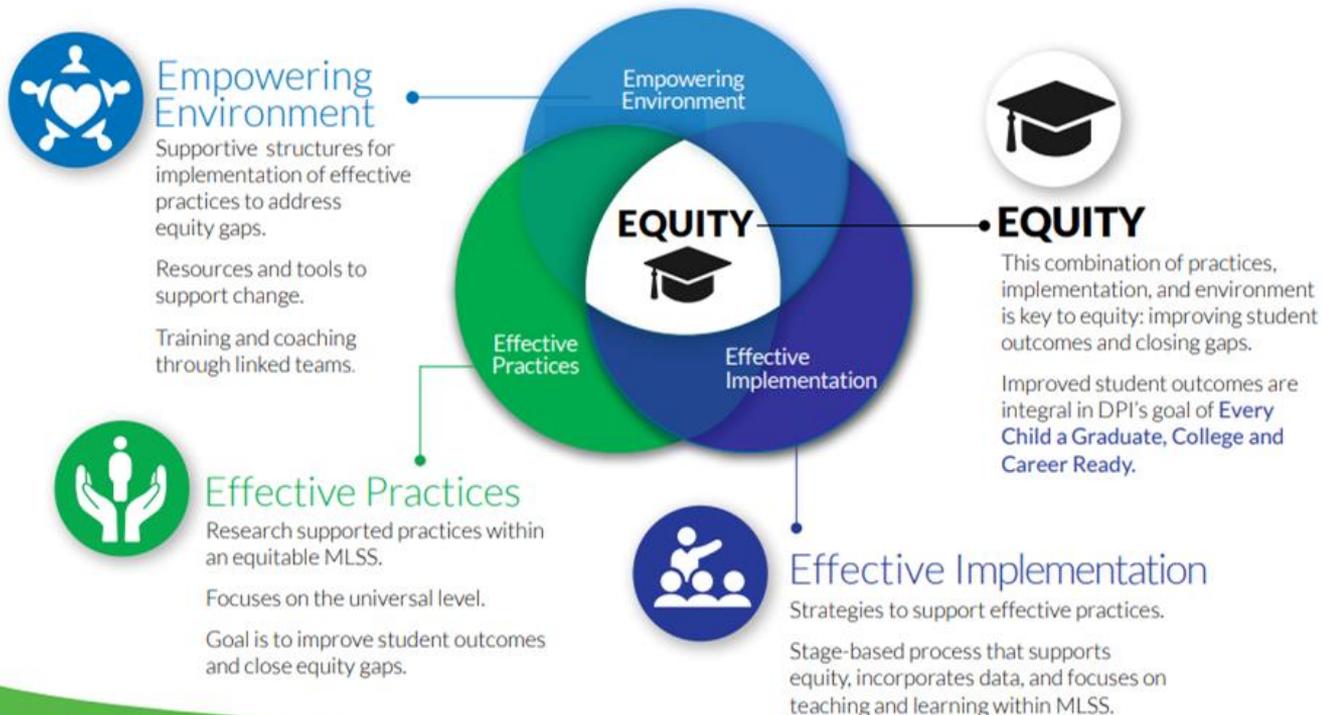


Wisconsin's TSS Initiative: Most Common Barriers

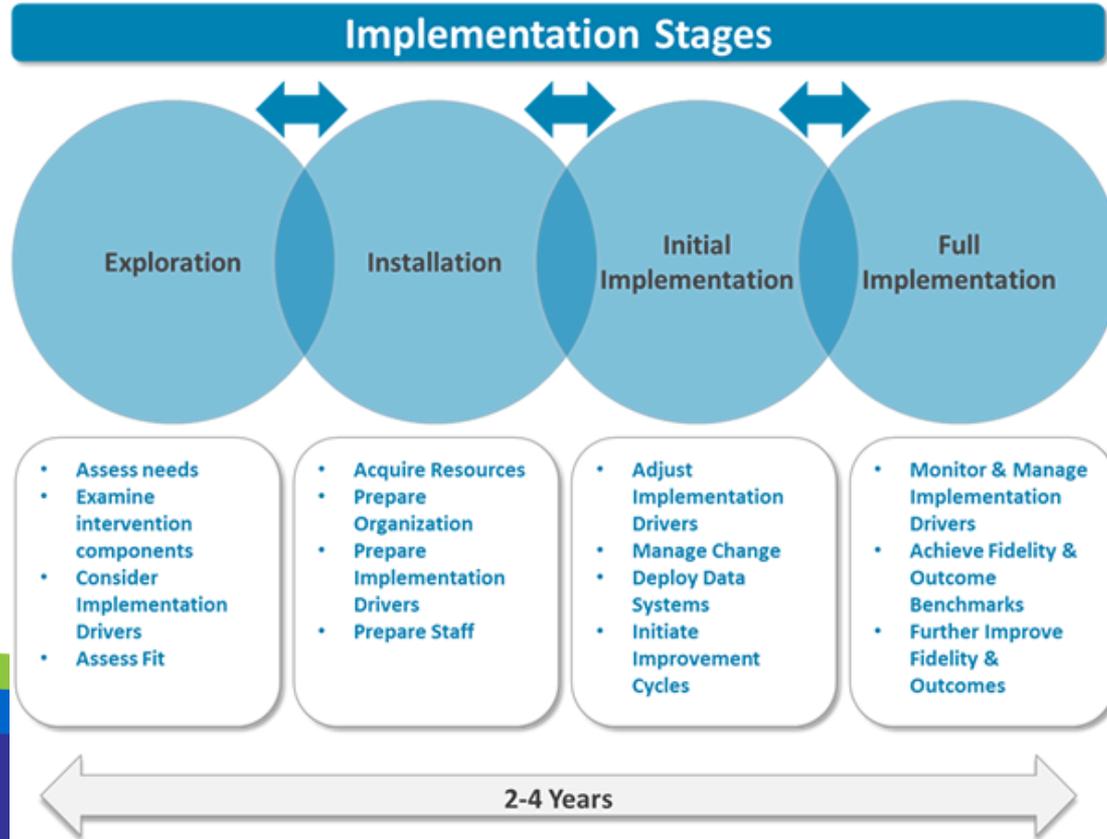
“How do we keep this going?”



Wisconsin's TSS Initiative: Most Common Barriers



Keys to Implementation



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.

[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

"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

"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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