



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

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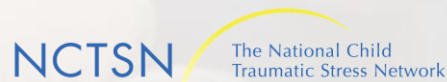
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Treatment and Services Adaptation Center

for Resiliency, Hope, and Wellness in Schools

USC
Suzanne
Dworak-Peck
School of Social Work



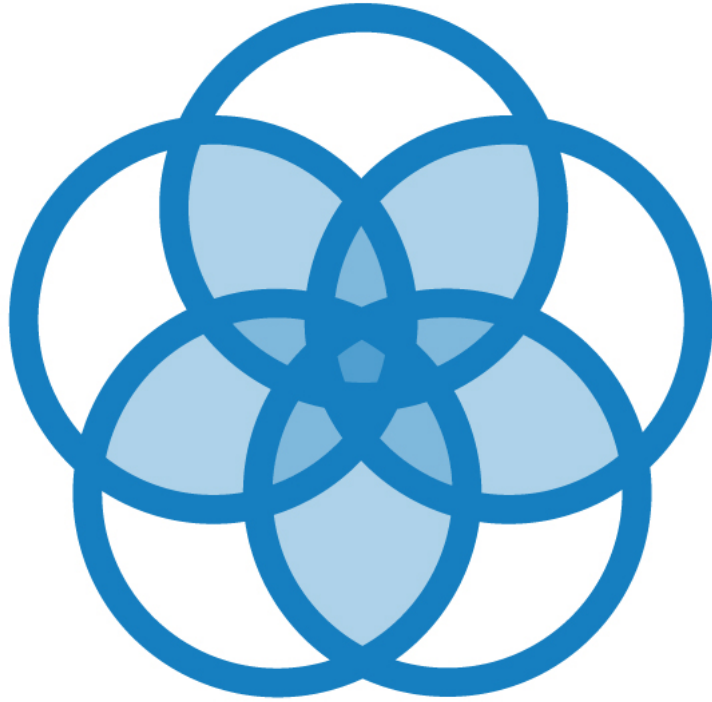
Center for School Mental Health

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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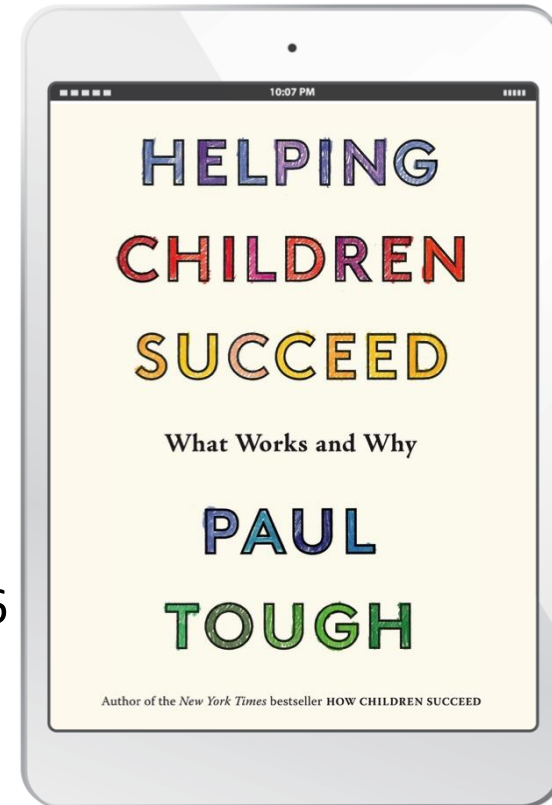
Center for Childhood Resilience

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**

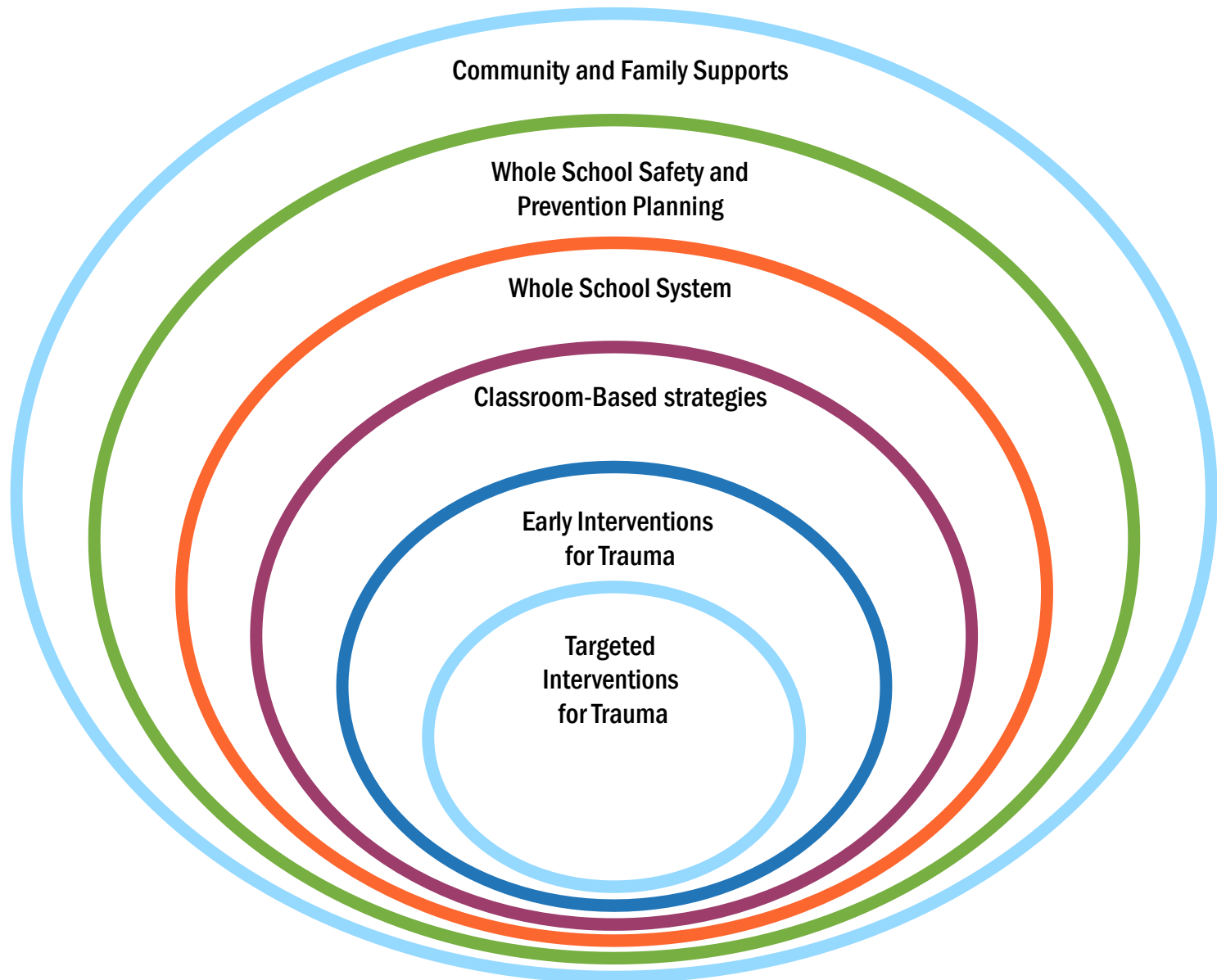
1-3 = unimportant/not actionable

4-6 = somewhat important/somewhat actionable

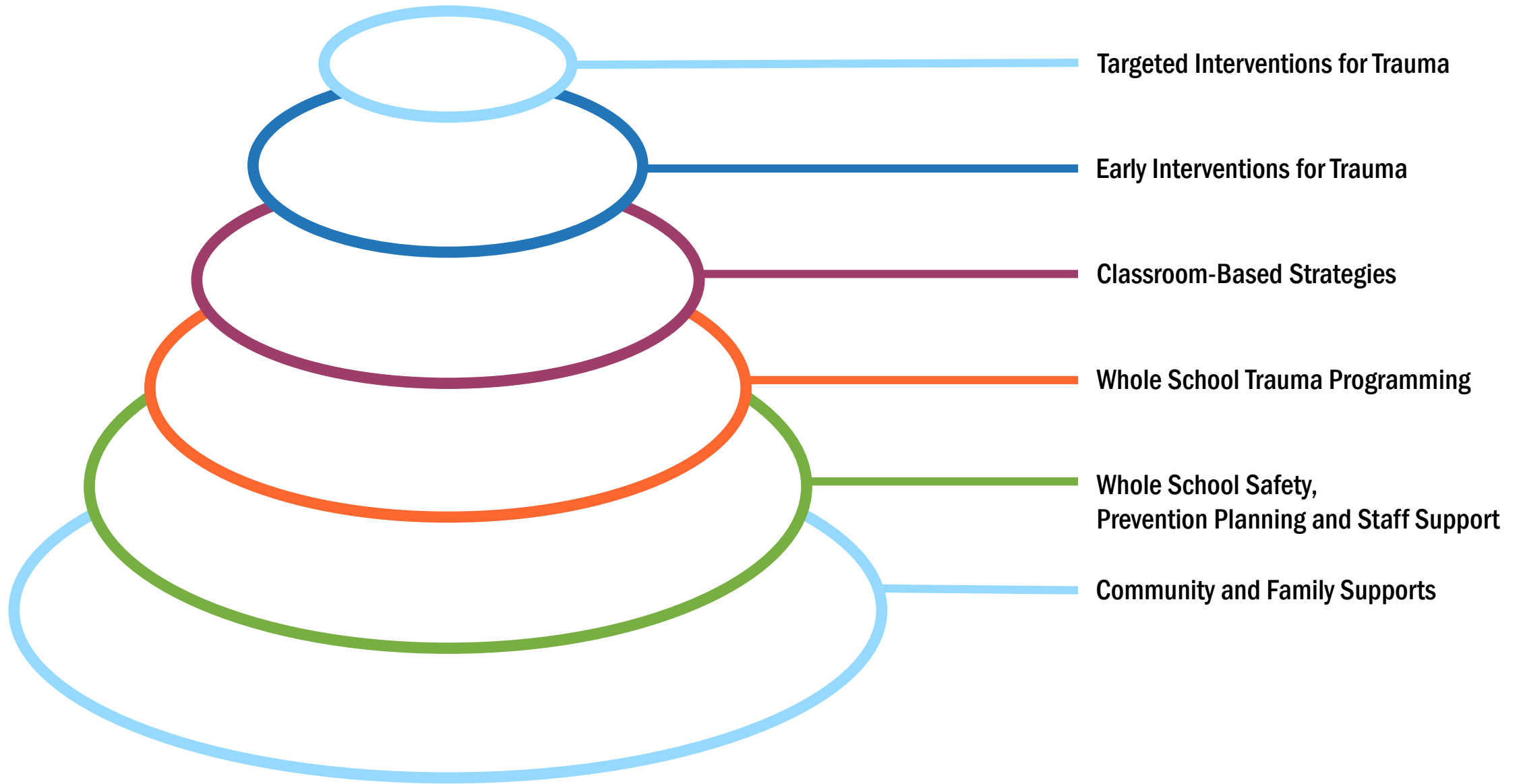
6-9 = extremely important/extremely actionable

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



Key Components of a Trauma-Responsive School

Targeted Trauma Interventions



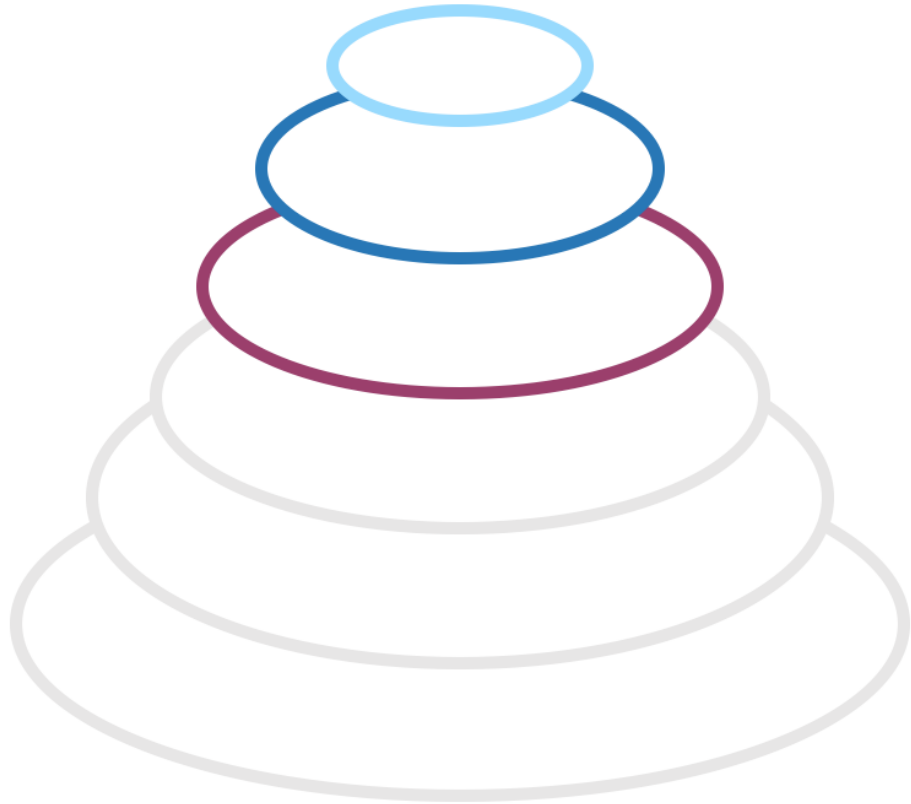
- **Multidisciplinary team meetings**
- **Individualized trauma intervention (TF-CBT)**
- **Links to community-based trauma-informed community mental health providers**

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



**SCHOOL-BASED
HEALTH ALLIANCE**

Redefining Health for Kids and Teens



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).



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



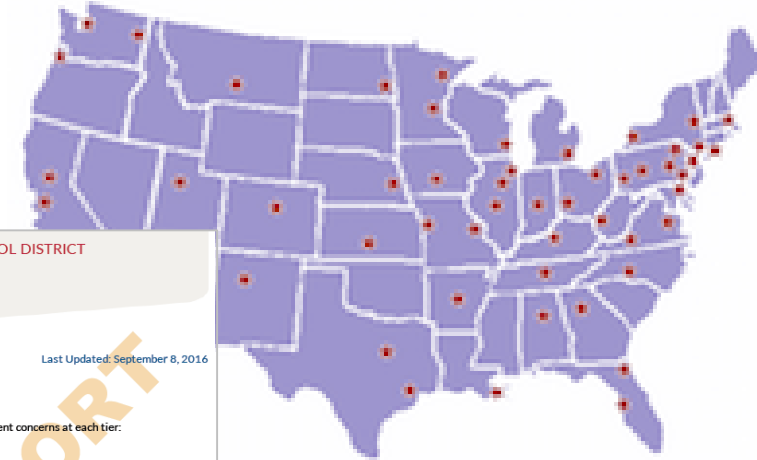
Free Resources



Be Counted

Schools and School Districts Can Use SHAPE To:

Document your service array and multi-tiered services and supports



SCHOOL DISTRICT MENTAL HEALTH PROFILE | JEFFERSON UNIFIED SCHOOL DISTRICT

Understanding this Summary.

This report is generated based on the information you provided for your School District Mental Health Profile. This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.

Number of schools in your district: 19
Number of students in grades K-12: 12,574
Grades served: K-12

About Your School District Mental Health Report

Congratulations! Your district's team has been counted in the National School Mental Health Census and achieved Bronze SHAPE recognition for completing the School Mental Health Profile. Complete the National School Mental Health Performance Measures on SHAPE (the Quality and Sustainability Assessments) to achieve Silver and Gold SHAPE Recognition.

Schools and districts who register with SHAPE aspire toward having strong school-community-family partnerships that provide a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community.

To learn more about this team's SHAPE account, inquire about being added as a team member, and/or join them in their quality improvement and sustainability efforts, contact the team leader.

To register a new school or district with SHAPE, please visit: <https://theshapesystem.com/register>.

This profile was developed by the national Center for School Mental Health at www.theSHAPEsystem.com.
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SERVICES PROVIDED | JEFFERSON UNIFIED SCHOOL DISTRICT

Your school district provided services and support to address the following student concerns at each tier:

- Tier 3:** Indicated services and supports
- Tier 2:** Selective services and supports
- Tier 1:** Mental health promotion services and supports
- +**: Referrals to community providers not in the school building

- Anxiety/Nervousness/Phobias
- Attention/Concentration/Hyperactivity Problems
- Bullying
- Depression/Sadness/Suicide
- Disordered Eating
- Environmental Stressors (housing, food, parental employment, access to health care, etc.)
- Grief/Loss/Bereavement
- Oppositional or conduct problems/Anger management
- Psychosis (hallucinations, delusions)
- Relationship issues/Conflict (family, peer, teacher)
- Social and emotional skills/Problem solving/Character development/Self-esteem
- Substance use (alcohol, tobacco, drugs)
- Transitions (new school, moving, separation/ divorce)
- Trauma/PTSD/Abuse/Neglect/Exposure to violence

This profile was developed by the national Center for School Mental Health at www.theSHAPEsystem.com.
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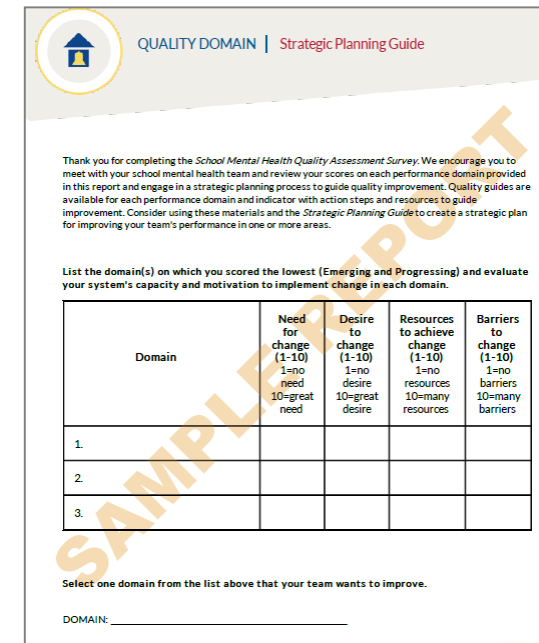
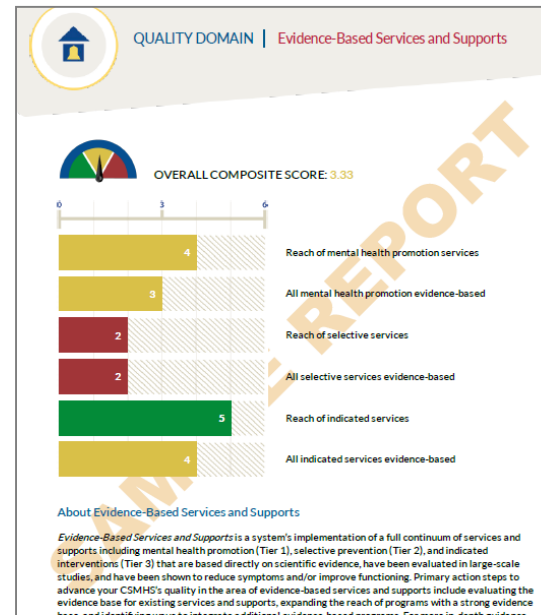
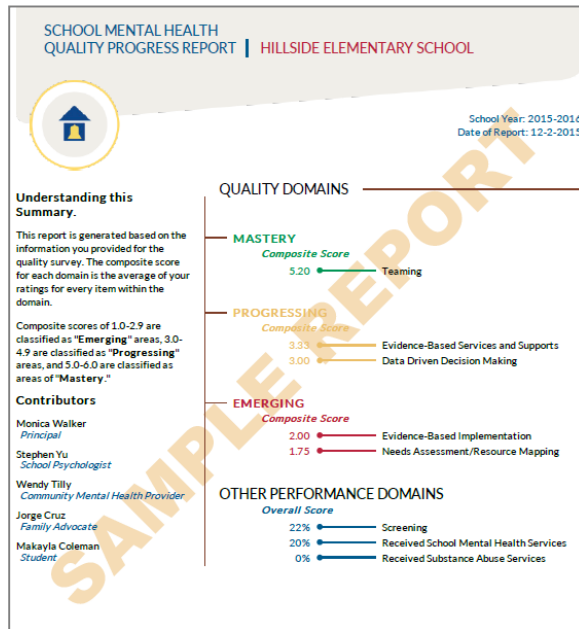




Schools and School Districts Can Use SHAPE To:

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

Elizabeth Connors -

SHAPE School Health Assessment and Performance Evaluation System

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View Selection / District Admin

YUPIIT SCHOOL DISTRICT
School Mental Health System

Mental Health Profile Updated: April 22, 2016

Certificate Report Update

System Performance My Schools Resource Library Team Members

You have completed Quality and Sustainability assessments for your system. Next, view the reports generated by your answers in the Quality and Sustainability tabs below (by clicking "Progress Report"), and share the results with your team.

Quality Last Updated: April 22, 2016

Sustainability Last Updated: April 22, 2016

Quality Progress Report and Resources Sustainability Progress Report and Resources

April 22, 2016 - Jane Doe Progress Report Completed Survey Resume Survey

Filter: All Teaming Resource Mapping Screening Services & Supports Implementation Outcomes & Data Decision Making

Quality Guide: Data Driven Decision Making

Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support

Data-Based Decision Making

Data-Driven Decision Making (Special Issue)

Free Assessment Measures

Implementing Data-Informed Decision Making in Schools - Teacher Access, Supports and Use

School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment

Teacher Data Collection Tool: SDQinfo.org

Schools and School Districts Can Use SHAPE To:

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



The SHAPE System: Voices from Early Adopters

**School Health Services
NATIONAL QUALITY INITIATIVE**

Accountability • Excellence • Sustainability

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



*“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.”

Assessment and feedback

User friendly and accessible

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



*“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



Effectively supported quality of services

*“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.”*



Trauma Responsive School Implementation Assessment



School Admin

DEMO SCHOOL NAME

School Mental Health System

Mental Health Profile Updated:
March 24, 2017

Certificate Report Update

System Performance

Trauma Responsiveness

Screening and Assessment

Team Members

This is the intro paragraph.

Domain Name	Last Updated	Assessment	View Report
Whole School Safety Planning	September 21, 2017	Take Survey	View Report
Whole School Prevention Planning	September 21, 2017	Take Survey	View Report
Whole School Trauma Programming	September 21, 2017	Take Survey	View Report
Classroom Strategies	September 21, 2017	Take Survey	View Report
Prevention/Early Intervention Trauma Programming	September 21, 2017	Take Survey	View Report
Targeted Trauma-Informed Programming	September 21, 2017	Take Survey	View Report

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.

	1-Minimally comprehensive, only addresses immediate dangers	2	3	4-Very comprehensive
How comprehensive is your school's assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent does your school have a clearly defined strategy to determine when a student may present harm to another student or staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent have school staff been trained in bullying prevention strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personalized report – emerging domain



OVERALL COMPOSITE SCORE: 1.25

Last Updated: October 13, 2017
Updated By: Amanda Meyer



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.

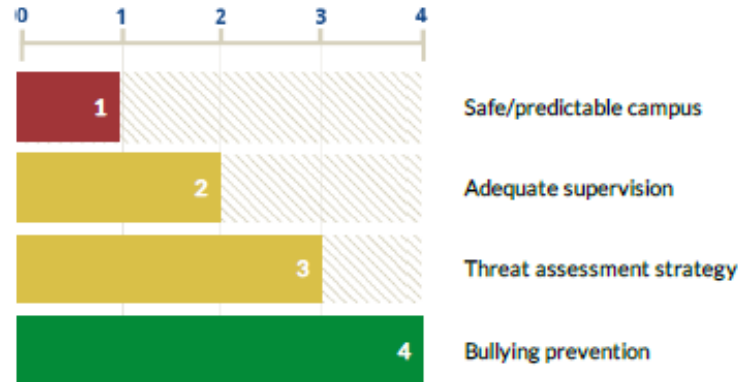
Personalized report – advanced domain



OVERALL COMPOSITE SCORE: 2.50

Last Updated: October 2, 2017

Updated By: Roy Goulet



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.

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.

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.

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.

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This document should be cited as NCTSN TSA for Resilience, Hope, and Wellness in Schools and the national CSMH (2017). Trauma Responsive Schools Guide: Whole School Safety Planning.

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)

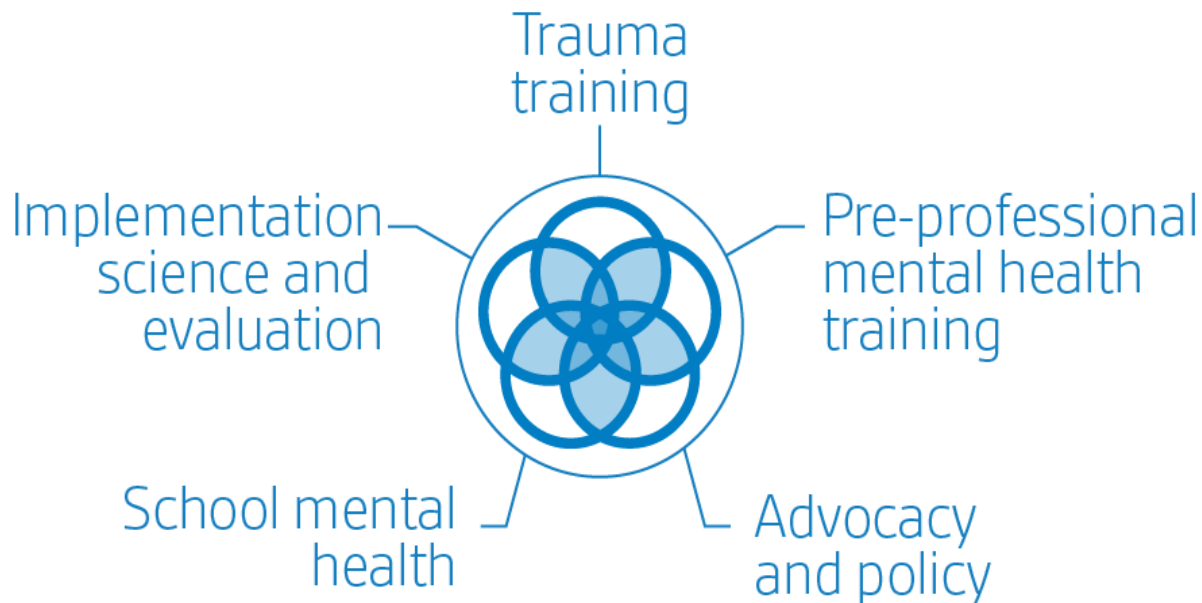
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The Center for Childhood Resilience (CCR) is focused on building the resiliency of all children and youth by leading innovative, sustainable and evidence-based strategies that engage youth-serving organizations in a public health approach to addressing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



CCR's multidisciplinary team of mental health professionals share insights and best practices through trainings, consultation, advocacy and research to advance mental health services and build strong communities.

CCR collaborates with educators, community agencies, civic and government leaders, parent organizations, and philanthropic groups who work with and advocate for children.