Trauma Responsive Schools—Implementation Assessment (TRS-IA)

The Trauma Responsive Schools Implementation Assessment (TRS-IA) was developed by the Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools in collaboration with the Center for School Mental Health. The assessment was created using the RAND/UCLA Modified Delphi Approach—a commonly used evidence-based strategy for developing quality measures. Employing this approach, developers engaged a panel of national experts in a consensus process to identify and refine best-practice guidelines for trauma-responsive school implementation. Furthermore, guided by a community-participatory framework, on the ground school administrators and teachers from various regions of the country were consulted to ensure the assessment was culturally-sensitive and could be easily used by busy school personnel. The TRS-IA is an evidence-informed self-assessment that can quickly and efficiently be completed by school administrators in under 20 minutes to identify trauma responsive programming and policy domains of strengths, as well as areas with greater room for improvement.

This assessment measures eight key domains of a Trauma-Responsive School:

(1) Whole School Safety Programming   (5) Prevention/Early Intervention Trauma Programming
(2) Whole School Prevention Programming   (6) Targeted Trauma Programming
(3) Whole School Trauma Programming   (7) Staff Self-Care
(4) Classroom-based Strategies   (8) Community Context

Each domain contains multiple questions which are rated on a scale from 1 (least trauma-responsive) to 4 (most trauma responsive).

This measure can be completed by an administrator and/or other designated school staff in one sitting. Please record the name(s) and role(s) of the person(s) completing this questionnaire.

WHOLE SCHOOL SAFETY PLANNING

1. How comprehensive is your school's assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?

1	2	3	4
Minimally comprehensive, only addresses immediate dangers			Very comprehensive

2. 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?

1	2	3	4
Staff inconsistently watches students			Routine monitoring across entire campus

3. To what extent does your school have a clearly defined strategy to determine when a student may present harm to another student or staff?

1	2	3	4
No defined process			Clearly defined process

4. To what extent have school staff been trained in bullying prevention strategies?

1	2	3	4
School staff are encouraged to prevent bullying on campus, but no training has been offered.			There is a school-wide approach with appropriate training for educators in bullying prevention strategies.

Whole School Safety Programming Total Score: _____ /4 = Mean Score: _____

SAMHSA   NCTSN   Treatment and Services Adaptation Center for Resiliency, Hope, and Wellness in Schools   CSMH

WHOLE SCHOOL PREVENTION PLANNING

1. To what extent does your school have a clearly defined process for students to report concerns about peers (e.g., that a peer who may harm themselves or others) to staff?

1	2	3	4
No defined process exits for students to report concerns about peers.			Both students and staff know the process for students to report concerns about peers.

2. To what extent does your school have a clearly defined process for sharing academic, legal, and mental health records among relevant parties (teachers, counselors, law enforcement)?

1	2	3	4
No defined process exists.			A clearly defined process exists.

3. To what extent do you survey a range of stakeholders (e.g. parents, staff, school resource officers, security officials, and students) about their perceptions of your school's climate?

1	2	3	4
No assessment of school climate.			Assessment of all stakeholders

4. How routinely do you conduct an assessment of your school's climate?

1	2	3	4
Never			At least some stakeholder groups assessed on a routine basis (at least once per year)

5. To what extent does your school have a clearly defined strategy for conducting emergency drills that are sensitive to students who have experienced trauma (e.g., conducted with an awareness that alarms that may elicit reactions related to trauma)?

1	2	3	4
No defined process. Trauma history is not taken into account when conducting emergency drills.			Clearly defined strategy that includes precautions to avoid re-traumatization.

6. To what extent does your school have clearly defined and articulated behavioral expectations for students?

1	2	3	4
There are no defined school-wide behavioral expectations. Teachers have independent behavioral expectations.			School-wide behavioral expectations have been defined and are communicated to students in a consistent and ongoing manner.

7. To what extent has your school staff been trained in a strategy for reinforcing behavioral expectations?

1	2	3	4
Teachers are encouraged to reinforce behavioral expectations but no defined strategy exists.			School staff are trained in and utilize a clearly defined approach to reinforce behavioral expectations

Whole School Safety Programming Total Score: _____ /7 = Mean Score: _____

WHOLE SCHOOL TRAUMA PROGRAMMING

1. To what extent have teachers and other school staff been trained to provide support to students immediately following a traumatic event?

1	2	3	4
Teachers and other school staff are encouraged to support students but no organized training has been provided.			Teachers and other school staff have been trained in a specific approach and utilize it when necessary.

2. To what extent does your school have clearly defined discipline policies that are sensitive to students exposed to trauma?

1	2	3	4
Some teachers may take trauma exposure into account when taking disciplinary action.			Clearly defined disciplinary procedures that are trauma sensitive.

3. To what extent have school security personnel (school resource officers, school police, security force) been trained to identify symptoms of trauma and respond using tactics to avoid re-traumatization?

1	2	3	4
Security staff are encouraged to identify and interact with students using methods that are trauma-informed and avoid re-traumatization.			Security personnel have been trained in a specific approach to identify and interact with students using methods that are trauma-informed and avoid re-traumatization.

4. To what extent does your school have a clearly defined strategy for resolving conflicts (student & student/student & staff), such as Restorative Practices, that arise on campus?

1	2	3	4
Teachers and other school staff are encouraged to help students resolve conflicts but no single defined strategy exists.			Clearly defined approach.

5. To what extent does your school educate staff about trauma and its effect on students (impact on brain, behavior and academics)?

1	2	3	4
Minimal. Addressed through a brief one-hour in-service			Substantial Attention (ongoing educational opportunities).

6. To what extent does your school train staff in skills for interacting with and supporting traumatized students? (ex. de-escalation, referral)

1	2	3	4
Minimal-Addressed through a brief one-hour in-service.			Substantial Attention (ongoing educational opportunities).

Whole School Safety Programming Total Score: _____/6 = Mean Score: _____

CLASSROOM-BASED STRATEGIES

1. To what extent have teachers been trained in the incorporation of Social Emotional Learning (SEL) principles into their work with students?

1	2	3	4
Teachers are encouraged to incorporate concepts into their work but have not been trained in a specific approach.			Teachers and other school staff have been trained in a specific approach and utilize it when necessary.

2. To what extent has school staff been trained to identify potential triggers for students and ways to de-escalate when a student may become deregulated?

1	2	3	4
Teachers are encouraged to create safe and calm classrooms but have not received training for doing so.			Teachers have received a thorough training in strategies for keeping classrooms safe and calm.

3. To what extent does your school have a clearly defined approach for providing behavioral support to students in the classroom?

1	2	3	4
Teachers are encouraged to find ways to support children in the classroom.			Clearly defined approach.

4. To what extent does your school have a clearly defined approach to integrate a student's trauma history into the IEP process?

1	2	3	4
Occasionally addressed in IEP process.			Clearly defined strategy for including trauma history into the IEP process.

Whole School Safety Programming Total Score: _____ /4 = Mean Score: _____

EARLY INTERVENTION TRAUMA PROGRAMMING

1. How routinely does your school incorporate trauma exposure into your mental health assessments?

1	2	3	4
Do not screen at all.			All students are screened annually.

2. Does your school implement a specific intervention to meet the needs of kids suffering from trauma (i.e. CBITS, SSET, Bounce Back)?

1	2	3	4
No specific intervention is implemented.			School routinely implements a specific Evidence-based Practice (EBP) for students who have experienced trauma.

Whole School Safety Programming Total Score: _____/2 = Mean Score: _____

TARGETED TRAUMA PROGRAMMING

1. When multidisciplinary teams meet to address a student's performance, to what extent is there a clearly defined approach for examining trauma exposure as a contributor to student performance?

1	2	3	4
No defined process			Trauma exposure is routinely integrated into these discussions.

2. To what extent does your school have working relationships with external community mental health agencies to refer students who have been exposed to trauma?

1	2	3	4
No established relationships. Community providers are -found as needed			Strong community partnership exists.

Whole School Safety Programming Total Score: _____/2 = Mean Score: _____

STAFF SELF CARE FOR SECONDARY TRAUMATIC STRESS

1. Does your school screen staff to monitor compassion fatigue, burnout, and/or secondary traumatic stress?

1	2	3	4
Do not screen.			All staff members are screened annually.

2. To what extent does your school facilitate peer support among staff working with students exposed to trauma?

1	2	3	4
No defined strategies. Teachers provide support when they notice a colleague in distress.			Clearly defined strategy for supporting peers.

3. To what extent are there professional resources available for staff on campus?

1	2	3	4
No resources.			Resources specific to secondary traumatic stress

Whole School Safety Programming Total Score: _____ /3 = Mean Score: _____

COMMUNITY CONTEXT

1. School staff have been trained to be responsive and considerate of cultural issues (i.e. language barrier, undocumented status)

1	2	3	4
No training			Teachers and other school staff have been trained in a specific approach and utilize it when necessary.

2. School identifies opportunities to engage families and the broader community about trauma and its impact

1	2	3	4
No engagement.			Ongoing engagement (several meetings each school year

3. Supports are made available to families of students receiving early and targeted interventions.

1	2	3	4
No support available			Standardized and routine incorporation

4. School has partnerships with community organizations (i.e churches, health centers) to further support the families in need.

1	2	3	4
No partnerships identified			Contracted partnerships with several organizations

Whole School Safety Programming Total Score: _____ /4 = Mean Score: _____

Mean Scores by Domain

The team can enter the mean score by domain in the table below and then check the box in the far-right column if that domain is determined to be a priority area.

Domain	Mean Score	Priority Area?
Safety Planning		
Prevention Planning		
Trauma Programming		
Classroom Strategies		
Prevention/Early Intervention		
Targeted Trauma-Informed Programming		
Staff Self-Care		
Community Context		