



Chicago Public Schools' Healing Trauma Together Program: A-Multi-Tiered Approach to Creating Trauma-Sensitive Schools November 7, 2019

*"Healing is a matter of time, but it is sometimes
also a matter of opportunity."- Hippocrates*



TAKE A STAND

ACTIVITY

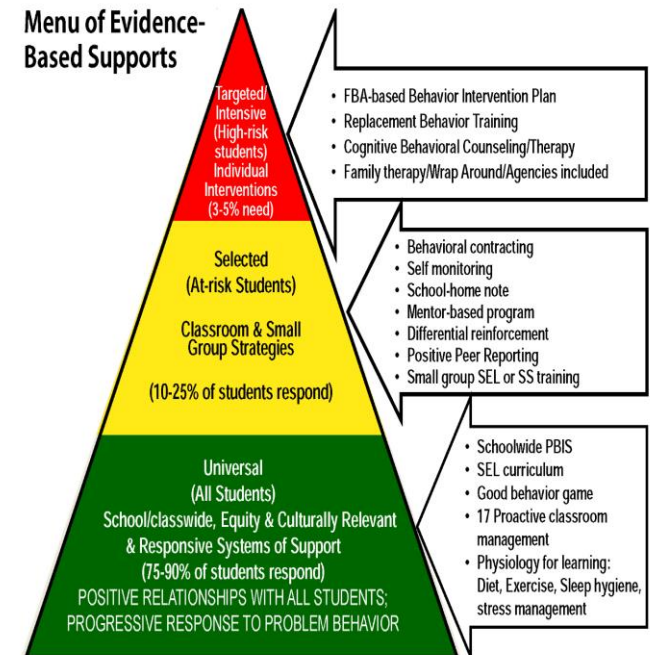
CPS Trauma Video



Healing Trauma Together (HTT) Model Development



- Trauma responsive schools are growing at a rapid rate across the United States (Overstreet & Chafouleas, 2016)
- Significant variation exists in the definition and strategy across “trauma responsive schools”
- Opportunity to leverage a Multi-Tiered System Support (MTSS) model that offers universal, targeted and individualized supports and interventions of increasing intensity.



Trauma Sensitivity within a Multi-tiered System of Support Framework



- **Tier I:**
 - Training for CPS staff and school parents to understand, recognize, and respond to symptoms of trauma
 - Introduction to Trauma
 - Child Adult Relationship Enhancement (CARE)
 - Safety First
 - Disciplinary in the Secondary Classroom
 - Youth Mental Health First Aid
- **Tier II:**
 - Enhancement or creation of a Behavioral Health Team (BHT) to coordinate referral and service provision.
 - Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
- **Tier III**
 - Individualized counseling services

Think-Pair-Share



Question 1:

A. What's the usefulness of model? Anything particularly useful to your school?

Question 2:

A. Is anything missing?

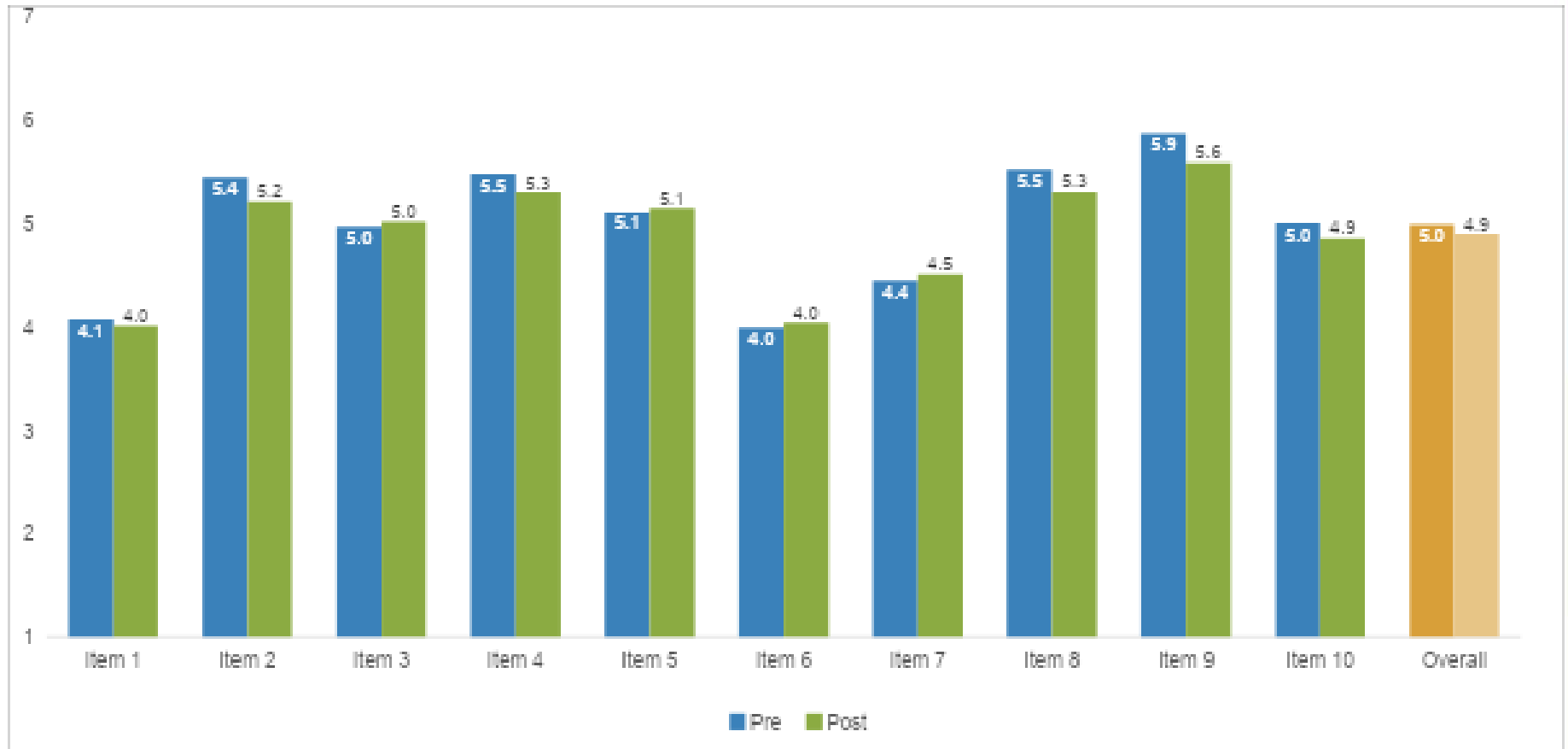


HTT Evaluation Findings



- **Trauma Surveys – Assess readiness**
 - Attitudes Related to Trauma Informed Care (ARTIC)
 - TSS data (policy and practices)
- **Trauma Trainings – PDs**
- **BHTs Elements**
- **Student Impact**
 - 5 Essentials Analysis
 - TESI/CPSS data → SPARCS/Individual Counseling
 - Disciplinary
 - ISS & OSS
 - Student Achievement
 - Math and Science

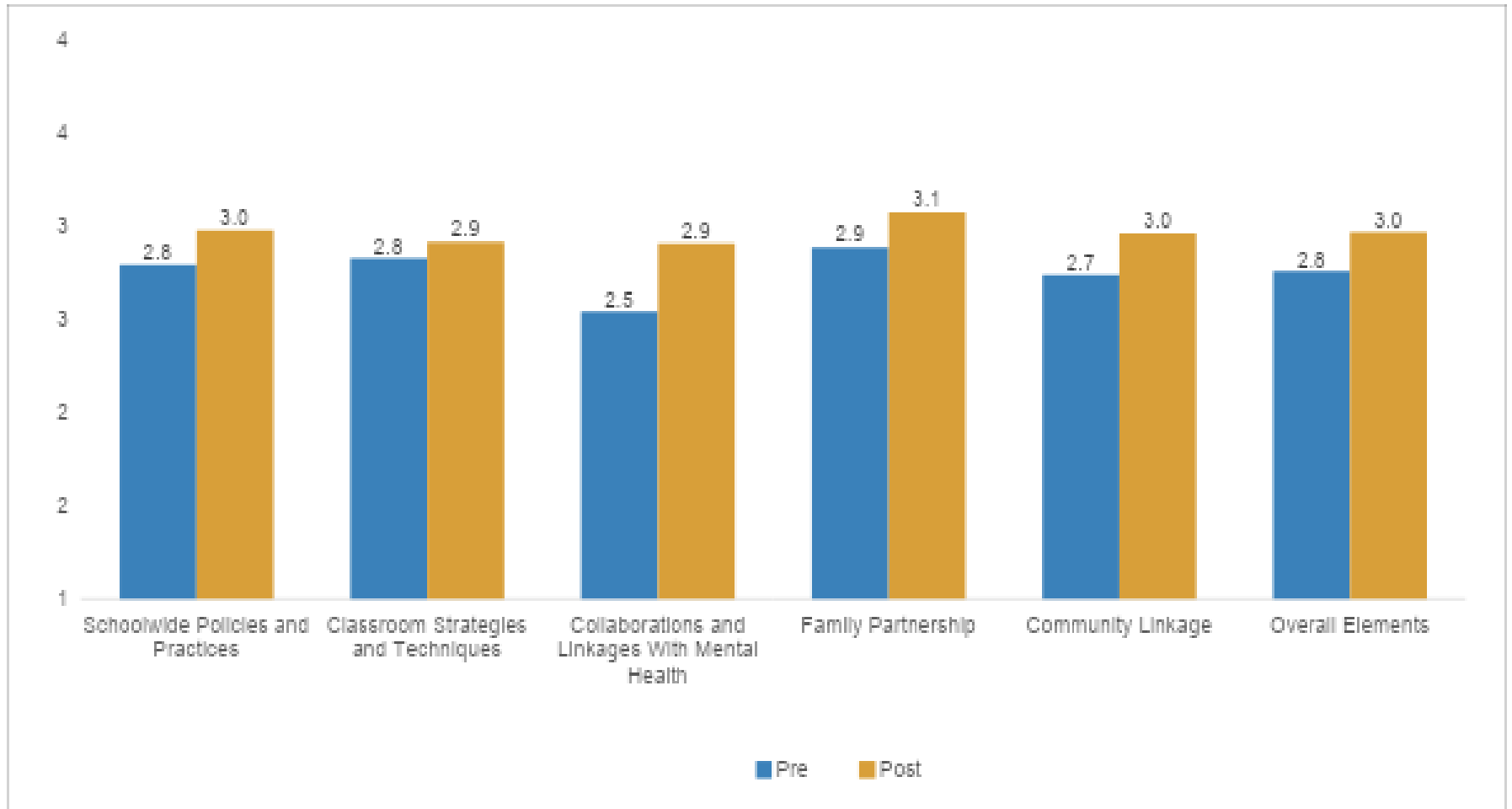
Attitudes Related to Trauma Informed Care (ARTIC)



Trauma Sensitive Schools Checklist



Changes in trauma-informed elements in place at the school



Professional Development Surveys



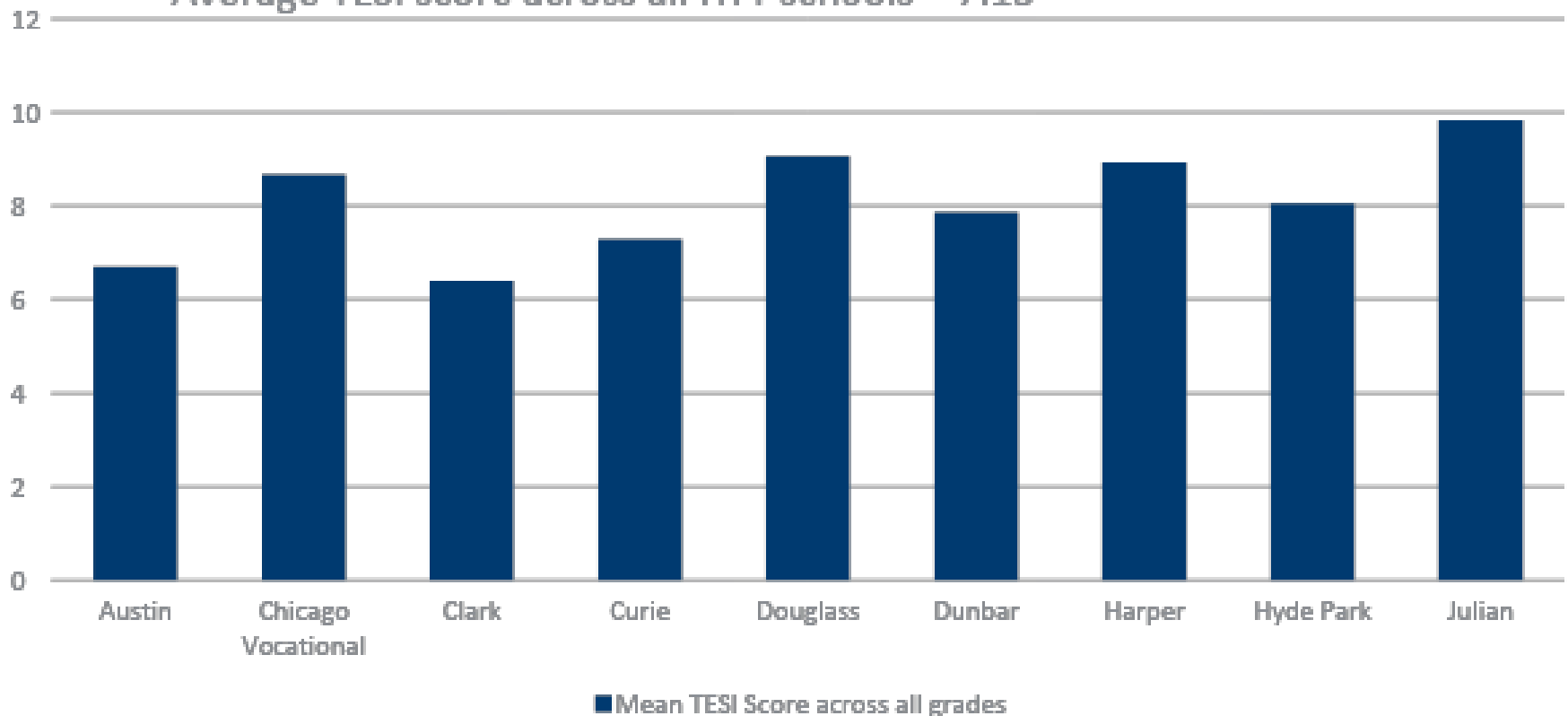
- CPS offered staff six professional development training opportunities during the implementation period.
 - The training opportunities occurred in a series (i.e., each training built on prior trainings) and included the following:
 - » TSS training
 - » Child-Adult Relationship Enhancement (CARE) training
 - » Safety CARE training
 - » CARE Booster training
 - » DSC training
 - » Youth Mental Health First Aid (YMHFA) training

Traumatic Event Screening Inventory (preliminary findings)



Mean TESI score by school measured for all students at the beginning of each intervention year

Average TESI score across all HTT schools = 7.13



Child PTSD Symptom Scale (preliminary findings)



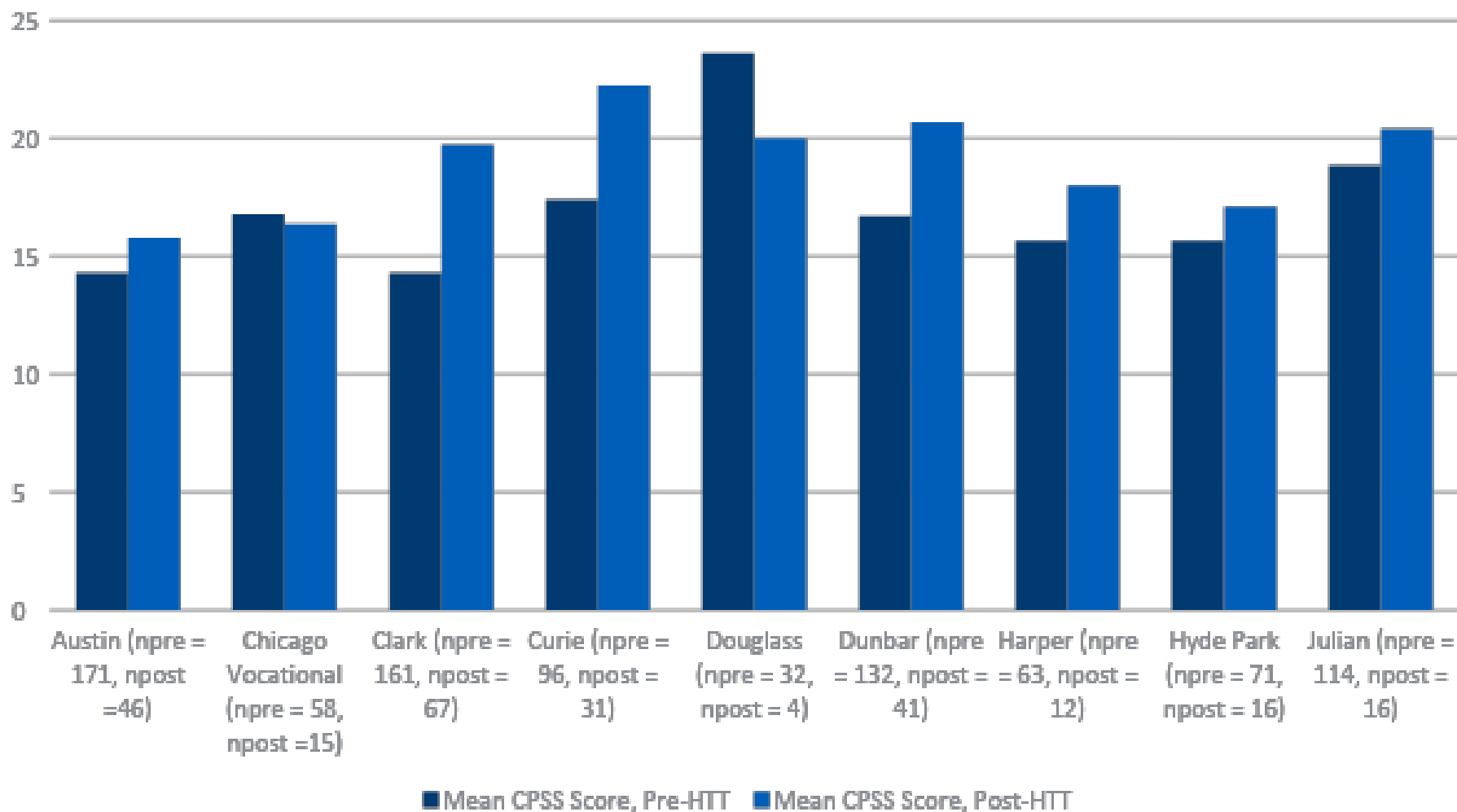
Pre-intervention Clinical Category Frequency by HTT school (2017-2019)

	n	Below threshold	Subclinical – mild	Mild	Moderate	Moderately severe	Severe	Extremely severe
Austin	171	77	2	20	15	12	26	19
Chicago Vocational	58	21	2	9	7	8	7	4
Clark	161	80	5	15	11	12	29	9
Curie	96	39	4	7	9	14	20	3
Douglass	32	7	4	4	4	3	8	2
Dunbar	132	50	3	15	11	10	30	13
Harper	63	23	1	11	6	5	9	8
Hyde Park	71	27	1	11	8	6	10	8
Julian	114	35	4	9	14	14	26	12

CPSS Preliminary Findings



Mean CPSS Score by School, Pre-Intervention and Post-Intervention



Direction of Effects on Individual 5 Essentials



Peer support for academic work (+)	Academic press (-)
Course clarity (+)	Parent supportiveness (+)
Emotional health (+)	Psychological sense of school membership (+)
Academic engagement (-)	Rigor (+)
English instruction (+)	Safety (+)
Importance of high school for the future (+)	Inquiry-based science instruction (-)
Student grit (+)	School-wide future orientation (+)
Human and social resources in the community (+)	School safety (-)
Math instruction (+)	Student study habits (+)
Peer student classroom behavior (+)	Student-teacher trust (-)
Academic personalism (-)	

HTT Impact: In-School and Out-of-School Suspension



Grade	2016–17	2017–18	Combined
9	-0.896	-1.056	-0.933
10	-0.760	-0.800	-0.767
11	-0.297	-0.241	-0.283
12	-0.312	-0.383	-0.327
Pooled	-0.438*	-0.481*	-0.447*

Grade	2016–17	2017–18	Combined
9	-0.741	-0.602	-0.714
10	-1.078*	-1.338*	-1.131*
11	-0.415	-0.370	-0.402
12	-0.416	-0.360	-0.400
Pooled	-0.556*	-0.529*	-0.547*

- Admin buy-in is essential
- Established BHT and referral flow and tracking Tier II/III supports for students
- Onboarding of community partners – become part of the school staff
- If you are screening - you must have capacity to address trauma
- Self-Care for school staff - secondary trauma and compassion fatigue





- Sustainability planning
 1. OSEL - offers trauma training BOY, PD days (schools self select)
 2. Continuing to link schools to clinicians – mainly community partners who bill Medicaid
 3. Michael Reese Health Trust Grant – continuation of SPARCS in HTT Schools and 10 additional schools
 4. Mandatory trauma video - all CPS staff
 5. CPS' Healing Centered Project

The Healing Centered Project



OUR GOAL

To transform Chicago Public Schools into a more trauma-engaged, culturally-responsive school district

A “trauma-engaged” school district...

- Has policies, procedures and support services that embed an understanding of trauma
- Has approaches to learning and discipline are trauma-shielding or trauma-reducing
- Is reflective and collaborative, promotes a culture of learning, and makes meaning out of the past
- Is prevention-oriented and has relational leadership

Source: “Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska”

The Healing Centered Project



OUR GOAL

To transform Chicago Public Schools into a more trauma-engaged, culturally-responsive school district

“Cultural responsiveness” includes...

- Having an awareness of one’s own cultural identity and view about difference
- The ability to learn and build on the varying cultural and community norms of students and their families
- The ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our world a tapestry
- Examination of assumptions of race and culture

Source: New York State Education Department



3 Key Objectives

1

Develop a **framework** for a trauma-engaged, culturally-responsive Chicago Public Schools system

2

Develop a stronger **understanding** of the trauma work that is currently happening in CPS

3

Begin identifying **high-value opportunities** to become more trauma-engaged and culturally-responsive

Each objective represents one phase of work for the Healing-Centered Project



Q & A

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