




# Implementing a Trauma Informed School Program

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In order to see where we are going, we not only must remember where we have been, but we must understand where we have been.

Ella Baker



# 7.5 Million US Children with Unmet Mental Health Needs

Only  
**25%**  
of children  
receive the mental  
health care they  
need.



Of these, about  
**75%**  
get treatment in a<sup>†</sup>  
school setting.



- Research suggests that schools may function as the de facto mental health system for children and adolescents

# Trauma Responsive Schools: Bullying Prevention Project

- ▶ Grant funded project through Illinois Criminal Justice Information Authority ICJIA (Lurie Children's Hospital had the same funding and objectives- we worked together)
- ▶ Awarded in 2018 to further flush out the structure and scalability of a statewide initiative for trauma informed schools (does this work in rural areas like it does in urban areas of the state.)
- ▶ Initially- 9 schools in 3 Southern Illinois Counties- Franklin, Williamson and Saline; Lurie Children's Hospital \*Center for Childhood Resilience had 11 schools in this groundwork.



# TRS/BP Project Schools

## **Christopher School District**

- ▶ Christopher Elementary School

## **Eldorado School District**

- ▶ Eldorado Elementary School

## **Harrisburg School District**

- ▶ West Side Primary School
- ▶ East Side Intermediate School

## **Marion School District**

- ▶ Adams School
- ▶ Jefferson Elementary School
- ▶ Lincoln Elementary School
- ▶ Longfellow Elementary School
- ▶ Washington Elementary School

**The TRS/BP Grant also partners with several agencies promoting similar missions in the Southern Illinois region, including:**

- ▶ Building Compassionate Communities SOC
- ▶ Center for Rural Health & Social Services Development
- ▶ Project Connect SOC
- ▶ Resilient Southern Illinois
- ▶ Southern Illinois Violence Prevention Initiative
- ▶ Stress & Trauma Treatment Center
- ▶ Trauma Based Behavioral Health Fellowship



# Trauma Responsive Schools Implementation Assessment (TRS-IA)

- ▶ An evidence-informed self-assessment that can quickly (~20 minutes) and efficiently identify trauma responsive programming and policy domains of strength, as well as areas with greater room for improvement.



# Steps to Complete TRS-IA

- ▶ Step 1: Create a Team
- ▶ Step 2: Register School in SHAPE system
- ▶ Step 3: Individual Completion of TRS-IA (paper or online form)
- ▶ Step 4: Create Consensus via a Leadership Meeting
- ▶ Step 5: Enter Consensus Scores into SHAPE



# 1. Create REACH Team

## Include different voices

1. Administrators
2. Teachers
3. School-Based Mental Health Professionals
4. Caregivers
5. Community Based Partners

## Diversity

- ← Background
- ← Years of Experience
- ← Roles

**When assessing school functioning and setting school-wide goals, WHAT is important to consider in your team composition?**

# TRAUMA RESPONSIVE SCHOOLS/BULLYING PREVENTION (TRS/BP) GOALS



Helping schools implement written action plans aimed to improve their ability to prevent bullying and support and promote resilience of students and staff exposed to trauma



Take lessons learned from the pilot project to create a scalable model that can be used in other schools and districts across the state of Illinois



# ACTION PLAN Goals

- ▶ 1. Create an action plan that will help your school move towards becoming a trauma responsive school community
- ▶ 2. Create an action plan that aligns with whatever is unique to your school community and prioritize needs and strengths of the students and community.
- ▶ Create a plan that is data driven, that considers the results of the TRS-IA as well as any other data that addresses school policies, procedures, practices and relationships.
- ▶ Identifying potential strengths and barriers that may impact implementation of the action plan.

# Program Data Tracking: ICJIA TRS Schools Action Plans



## Main Themes of the ICJIA Trauma Responsive Schools (TRS) Action Plans

Identification of a need and plan for **foundational trauma** training(s) for all school staff (e.g., NSELS, CCR, other partners)

Expressed need and plans for **ongoing training** in strategies that support the various pillars of trauma responsiveness

Highly elevated need for education for teachers on **secondary traumatic stress** and self-care

Need for **de-stigmatization** around mental health promotion and treatment for school staff (e.g., newsletters and Employee Assistance Program)

Need to move beyond collection and monitoring of implementation data to measurement of **impact data** (e.g., self-care instruments)

Requests for training in **evidence-based trauma-focused interventions** for students in need

Exploration of **whole classroom** emotion regulation strategies

Definite need for **financial resources** to support the implementation of action plan

Questions/concerns regarding **ongoing coaching/progress monitoring** of action plan





# Important Progress Monitoring Metrics



Center for  
Childhood  
Resilience

Resilient Kids. Stronger Communities. Brighter Futures.



5 Essentials Survey



TRS-IA



Behavior, Attendance and  
Grades (BAG)



Panorama Surveys



Trauma Knowledge and  
Skills

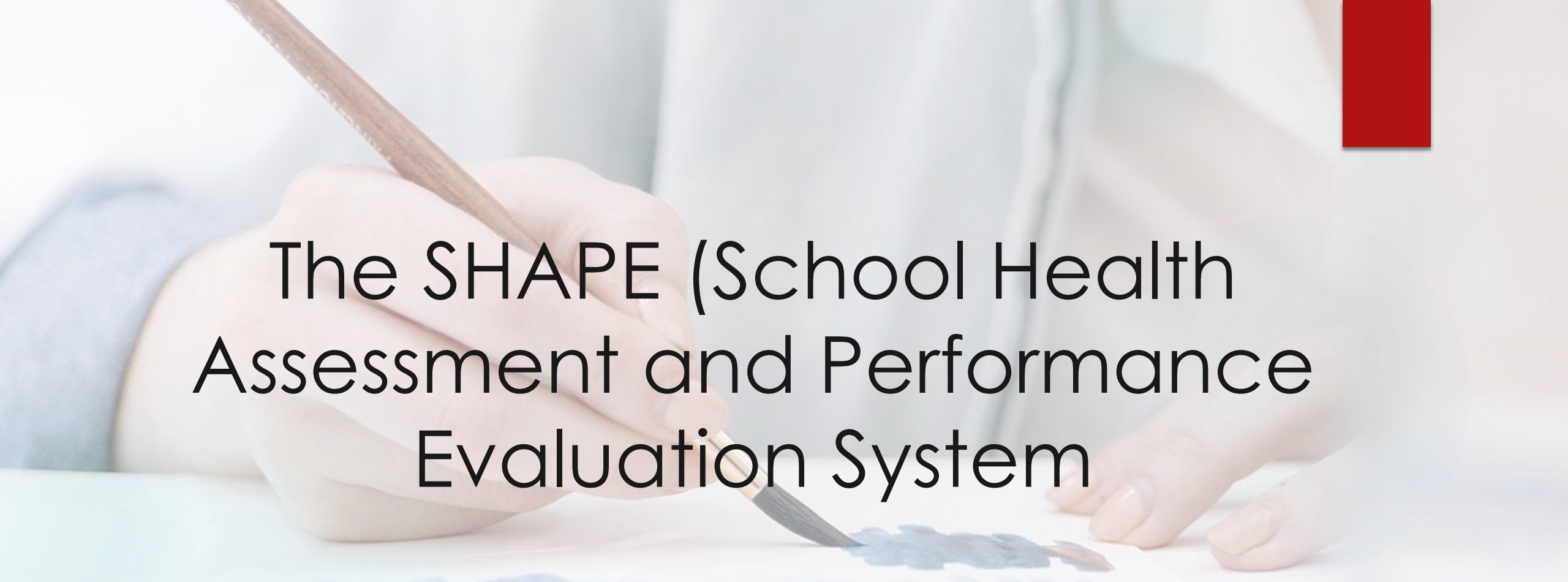


Attitudes Related to Trauma-  
Informed Care

Stress & Trauma  
Treatment Center, Inc.



SIU SCHOOL  
of MEDICINE



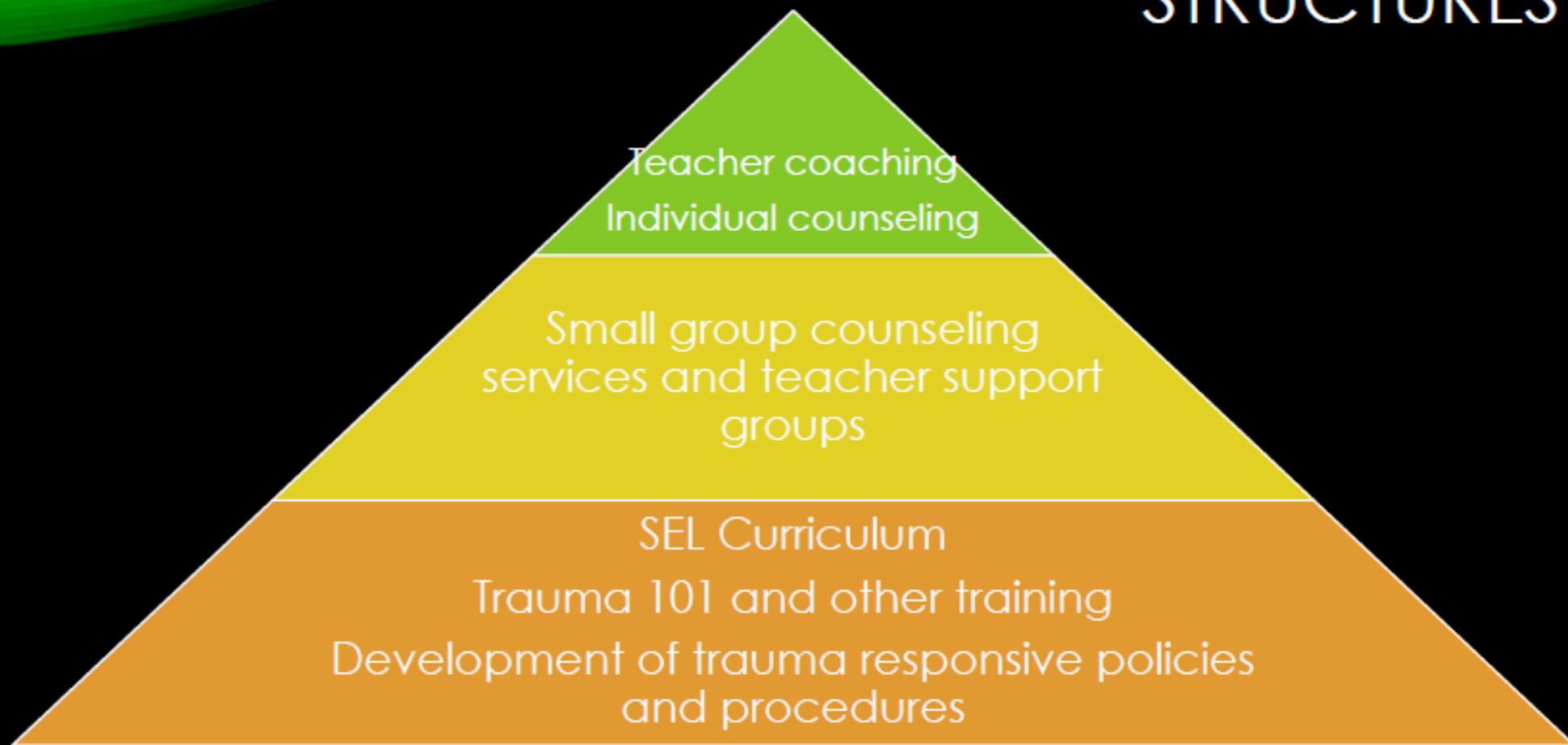
# The SHAPE (School Health Assessment and Performance Evaluation System)



National Center for School Mental Health  
University of Maryland School of Medicine  
737 West Lombard Street, 4th Floor  
Baltimore, MD 21201



# TRS/BP TIERED SUPPORTS AND STRUCTURES



# 2019-2022 TRAINING BY THE NUMBERS

## Grant Activities Based on TRSIA Domain

### Prevention/Early Intervention Trauma Programming

13 trainings and 306 participants trained, including in Child and Adult Relationship Enhancement (CARE)

### Whole School Trauma Programming or Self-Care

23 trainings and over 497 participants in Trauma 101, Self Care, Building Relationships, and Classroom Strategies

### Classroom Strategies

3 trainings with 59 participants trained

### Community Context

3 events with ~450 participants total included



## ADDITIONAL SUCCESES OF 2019- 2022

- CARE classroom coaching provided
- Districts provided SEL curriculum
- Provided PLC meetings
- Implementation of an SEL screener and evaluation
- Weekly teacher support groups teacher support text line developed
- Tier 3 individual counseling supports, including TF-CBT
- Website created with resources
- Provided outside Trauma-Informed Schools professional development opportunities



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## Who does CARE help?

With strong trauma-informed underpinnings, CARE serves youth ages 2 years to 18 years old and is tailored by age. CARE uses evidence-based interaction skills drawn from research-supported parenting programs to improve relationships with and to build resilience for children/teens in a variety of settings. These settings include (but are in no way limited to):

- medical settings
- schools, daycare, and after school programs
- agencies serving the foster care system
- residential treatment centers
- transitional living programs
- family courts/juvenile justice systems
- military settings
- shelters
- mental health entities

In the end, pretty much any community program serving children and teens . . . or as we say:

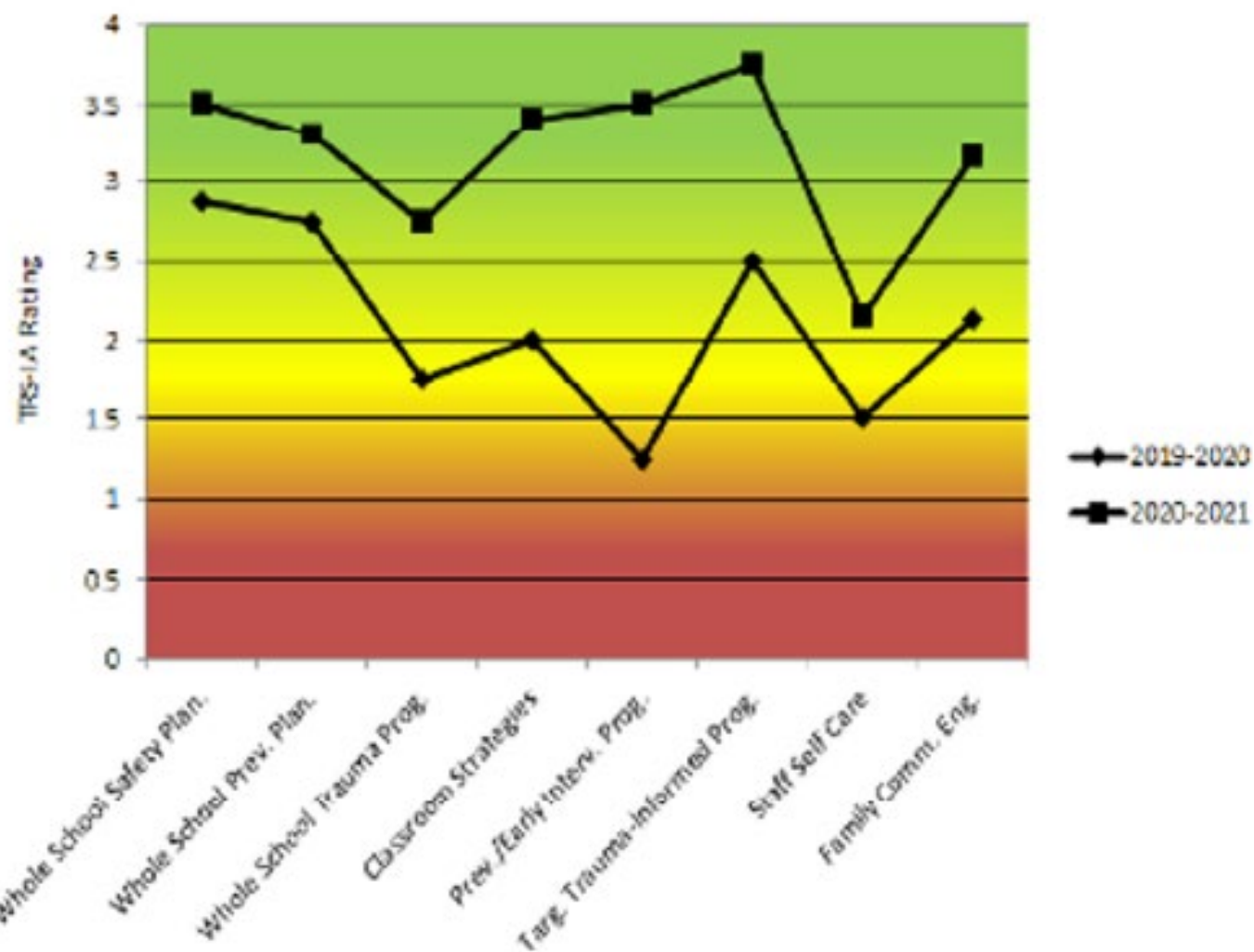




# WHAT THE DATA SAYS

Domain	2019-2020	Descriptor	2020-2021	Descriptor
Whole School Safety Planning	2.88	Progressing	3.5	Mastery
Whole School Prevention Planning	2.75	Progressing	3.3	Mastery
Whole School Trauma Programming	1.75	Emerging	2.75	Progressing
Classroom Strategies	2.0	Progressing	3.4	Mastery
Prevention/Early Intervention Programming	1.25	Emerging	3.5	Mastery
Targeted Trauma-Informed Programming	2.5	Progressing	3.75	Mastery
Staff Self Care	1.5	Emerging	2.15	Progressing
Family Community Engagement	2.13	Progressing	3.15	Mastery

## SoIL TRS-IA Pre-Post Results







# Fall Into Community

## *Communities of Practice*

**UPDATE - FALL 2022**

Themes from Action Plans

- Whole School Safety Planning: 10%
- Whole School Prevention Planning: 24%
- Whole School Trauma Programming: 62%
- Classroom Based-Strategies: 28%
- Prevention/Early Intervention Trauma Programming: 14%
- Targeted Trauma Programming: 14%
- Staff Self-Care: 56%
- Family Engagement/Community Context: 20%



# Results

- ▶ Increase in the use of trauma responsive strategies by trauma responsive schools team members
- ▶ Self Guided Schools improved as much as consultant supported schools
- ▶ Project was equally successful across urban, rural and suburban communities
- ▶ Significant improvements on the Trauma Responsive Schools Implementation Assessment Domains
- ▶ Of the Trauma Responsive Schools 82% completed or made progress in implementing their action plan goals

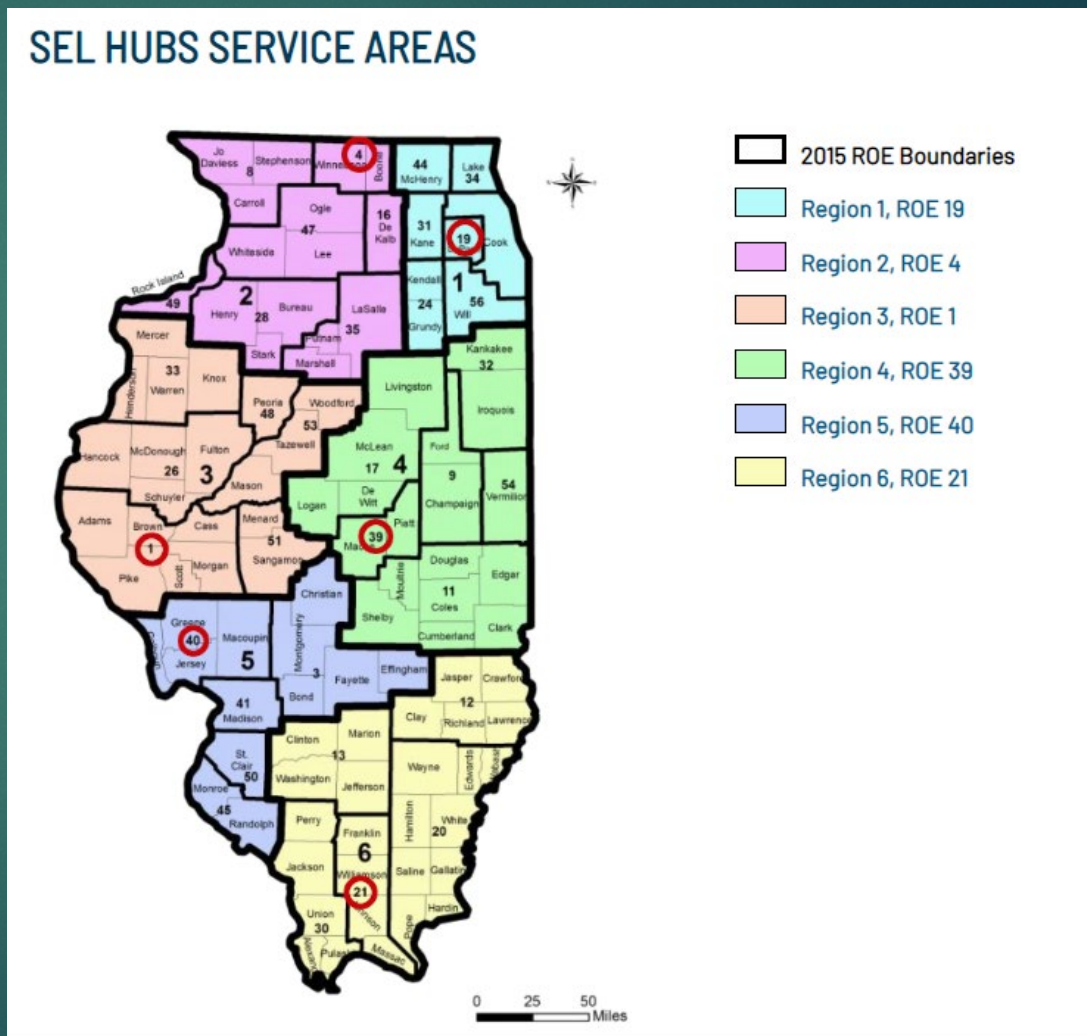


# Scalability for a State

- ▶ Illinois Children's Mental Health Partnership
- ▶ Whole Child Task Force
- ▶ The Stress and Trauma Treatment Center
- ▶ Partnership for Resilience
- ▶ Resilient Southern Illinois
- ▶ SIU School of Medicine
- ▶ Illinois State Board of Education
- ▶ Department of Health and Human Services
- ▶ Center for Childhood Resilience

# How to provide the most wide scale program

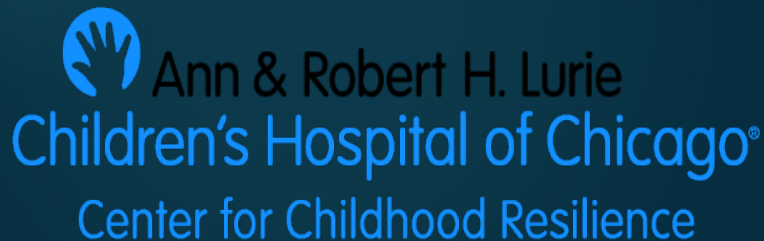
- ▶ Using Existing Regional Office of Education Models- Social Emotional Learning Hubs- Directors and Coaches who are learning how to do the assessments and action plans, provide asynchronous and in person professional development, ongoing trauma training, self care and wellness training- all dependent on their action plans.





# REACH

- ▶ Resilience Education to Advance Community Healing (REACH) statewide initiative is a collaborative effort with many local and statewide organizations
- ▶ The Resilience Education to Advance Community Healing (REACH) Statewide Initiative is supported by Elementary and Secondary School Emergency Relief Funds (ESSER II) from the Office of Elementary and Secondary Education at the U.S. Department of Education. For more information, please visit [oese.ed.gov](https://oese.ed.gov)



Stress & Trauma  
Treatment Center, Inc.



# Resilient Schools Certification

- ▶ A resilience supportive school is one in which the school environment, programming, policies, practices, and staff capacity work together to support students' resilience.
- ▶ All Illinois students deserve a school environment that is safe and supportive, culturally attuned, trauma-responsive, and able to promote positive mental health and wellness.

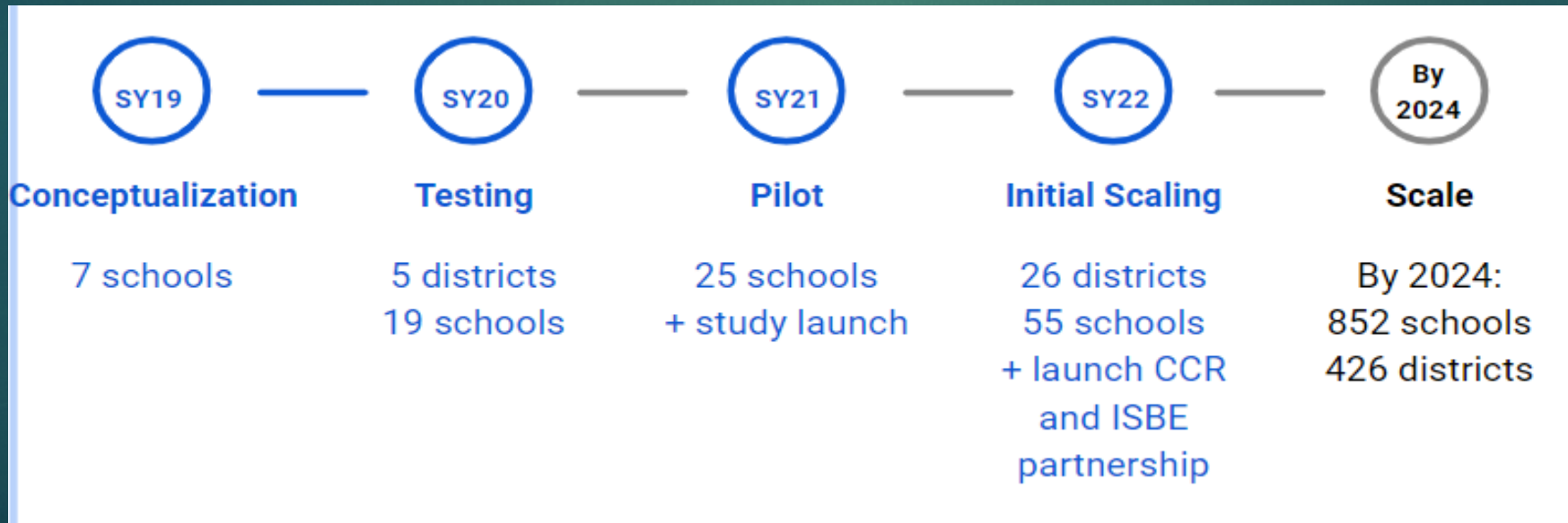


# Resilient Schools Certification

- ▶ The Resilient Schools Certification (RSC) is a shared measurement framework reflecting a number of potential factors - including school-based mental health support structures; cultural responsiveness, anti-racism, and equity; social-emotional learning integration; and capacity for trauma-responsive policies and practices.
- ▶ Certification data will be used to offer schools a blueprint for addressing gaps and activating positive change. When aggregated and analyzed, Certification data can shine a light on where regional and state resources and policies may be directed towards sustainable statewide change.

# REACH Scaling Plans

- ▶ REACH efforts began in 2018, and have expanded over the last 4 years.
- ▶ By 2024, REACH capacity building efforts will support over 850 schools in 426 districts across Illinois.







# Discussion

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