Advancing Trauma-Sensitive Schools via the Learning Community Model

Creating TSS 2018 Conference

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Today’s Presenters

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3,000 Behavioral Health Member Organizations

800,000 staff serving 8 million adults, children, and families with mental illness and substance use disorders…
Our Trauma-Sensitive Schools Work
School Professional Development

• One and done trainings
• Book studies
• Online trainings
• Building Trauma Champions
• Train the Trainers
Changing a School Culture

How do we look at, and interact with, all students, families, and each other?
The Learning Community Model

• Collective knowledge
• Real world experiences
• Social networking
• Widespread practice improvement
• Common and unique concerns, challenges and needs
All About Relationships!

Life is better in community

Because
Changing Mindsets at Teeland Middle School in Wasilla, Alaska

PURPLE GLASSES
Seven Domains of Trauma-Sensitive Schools

**Domain 1**  Student Assessment

**Domain 2**  Student and Family Involvement

**Domain 3**  Trauma-Sensitive, Educated & Responsive District & School Staff

**Domain 4**  Trauma-Informed, Evidence-Based Best Practices

**Domain 5**  Safe and Secure Environments

**Domain 6**  Community Outreach and Partnership Building

**Domain 7**  Ongoing Performance Improvement
Adoption of TSS Practices: Implementation Process

1. Gain commitment from leadership
2. Develop Core Implementation Team
3. Build consensus
4. Create a shared vision
5. Communicate for buy-in
6. Assess your organization
7. Develop a plan
8. Create a monitoring system
9. Take action
How does the Learning Community work?
Never doubt that a small group of thoughtful, dedicated citizens can change the world. Indeed it’s the only thing that ever has.

Margaret Mead
Core Implementation Team Membership

• District/Building Administrator
• Student Support Staff person
counselor/social worker/school psychologist
• Teacher (2)
• Family/Parent/Student
• Data person
• Other- community member/paraprofessional
Visioning
Matanuska-Susitna Borough School District
Trauma-Sensitive Schools Vision

Empowering students through relationships, resiliency and hope.
Communicate for Buy-in

Influence attitudes, beliefs, expectations

How

Who

What

When
Educational Organizational Self Assessment

The EOSA is a performance improvement resource to help engage teams in a self-reflective process that:
1) reinforces what to keep doing
2) identifies what to stop doing
3) identifies new activities to start

The EOSA is also used to demonstrate progress in the Seven Domains
The Learning Community activities are designed to be manageable, supportive and energy-building.
Acknowledging Roadblocks

Time and resources
Competing initiatives and finding alignment
Understanding the change process
Embracing incremental progress
Commitment to the long view
Domain #1: Student Assessment

- Screening
- Multi-tiered Assessment Process
- Trauma Assessment
- Safe & Secure Environment
- Whole Student Planning
Domain #2: Student, Family & Guardian Involvement

- Voice & Choice
- Mutuality
- Assessing Perceptions
- Sharing Information & Educating
- Cultural Humility
Youth and Family Voice

Mat Su Central School
Midyear Meeting report out video
Domain #3: Trauma-Sensitive Educated & Responsive District/School Staff

- Messaging by Leaders
- Staff Training
- Hiring Practices
- Staff Evaluation
- Staff Self-Care
Domain #4: Trauma-Informed, Evidence-Based & Emerging Practices

- What do you Need?
- Sharing of Information
- Review of Progress
- Safety/Wellness/Crisis Plans
- Trauma-Sensitive Practices
- DPI modules link
Domain #5:
Safe & Secure Environments

- Safety Team
- Conflict Resolution
- Interpersonal Interactions
- Physical Environment
- Adverse Incidents
Domain #6: Community Outreach & Partnership Building

- Collaboration
- Partnership
- Awareness
Domain #7: Ongoing Performance Improvement & Evaluation

- Data Collection
- Use of Data
- Presentation of Data
- Data Reports
- Continuous Quality Improvement
Outcomes Associated with TSS Initiatives

Decrease in
- seclusion and restraints
- critical incidents
- detentions/arrests
- school suspension
- office referrals
- staff turnover
- staff injury

Increase in
- student satisfaction
- student engagement
- grades and test scores
- graduation rates
- attendance
- staff satisfaction
Tristate Trauma Network
School Cohort

OSA 1 and OSA 2

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Matanuska-Susitna Borough School District
Trauma-Sensitive Schools Learning Community

Bar chart showing domain scores for Assessment, Driven, Workforce, Practices, Environ, Community Outreach, and Evaluation Data.
**Western Hills Trauma Sensitive School Strategic Plan**

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<th>Committee</th>
<th>Priorities</th>
<th>Metrics/Indicators</th>
<th>Strategies to achieve</th>
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| **Trauma-Sensitive Steering Committee**
*Description*: Provide oversight, guide the overall trauma-sensitive process, planning and implementation of efforts.

1. Create a community within Western Hills where staff are building relationships with students, and sensitive to the trauma they may have faced.

2. Meet monthly to analyze the progress of the subcommittees as well as barriers and successes, while helping team leads to brainstorm ideas.

3. Decrease discipline rates by 10%.

1. Participate in the Trauma Informed Learning Community team trainings and conversations.

2. Analyze school discipline rates.

| **Restorative Justice**
*Description*: The committee responsible for learning, examining, and developing a plan for implementing Restorative Practices at Western Hills.

1. Ensure all the staff, students, and families have an awareness and understanding of Restorative Justice.

2. Begin voluntary implementation of Restorative Justice in the classroom.

3. Orient new students, no matter their arrival time.

4. Build a community of shared values.

1. 80% of staff are trained in Restorative Justice through 3 trainings.

2. Decrease violent offenses by 10%.

3. All new students receive an orientation.

4a. Pre and Post surveys are analyzed to show positive and learning from the training.

4b. Implement daily check-in’s of building entrances and in all classrooms.

4c. A minimum of three students are involved with the committee to help with implementation.

5. Pilot Restorative Practices in at least 5 classrooms.

1. Provide training to all staff on Restorative Justice concepts to create a school wide understanding.

2. Identify who is using Restorative Practices in the classroom.

3. Identify team champions to train staff.

4. Invite students to be involved in the implementation.

5. Create a mandatory video for new students to watch to become acclimated with the culture at Western Hills.

6. Speak with the CPS central office to ensure that new students participate in orientation with their family before enrollment.

| **Training and Awareness**
*Description*: This committee helps to provide on-going awareness, information and updates about ACES, Trauma-Sensitive approaches, Resiliency and implementation and training opportunities.

1. Create a global awareness of ACES, Trauma and how to build classroom resilience by utilizing multiple opportunities for training of staff and students which accommodates differentiated learning techniques.


3. Provide training and coaching to begin implementation of tools used to create a trauma-sensitive environment.

1. All 58 teachers implement at least one trauma-sensitive tool or technique in their classroom.

2. One resiliency training is held during the school year.

3. Two trauma-informed trainings are held.

4. Survey students about their ACES and other stressors by October 1, 2017 and report out to staff the findings by November 1, 2017.

1. Identify trauma-informed tools for use in the classroom and train staff on them.

2. Use handouts, in-person trainings, videos, social media, etc. to train the school community.

3. Use pre and post surveys to understand the effectiveness of the trainings.

4. Lights on staff trained by Akron Children’s Hospital will continue with trauma trainings for staff and students.

5. Use an electronic student survey and monitor the results with on-hand support personnel ready to take action if a student is in crisis.

| **Self Care**
*Description*: This committee is responsible for looking at self-care techniques, ideas and opportunities for implementation with staff and students.

1. Create a culture of self-care as a priority with everything we do.

2. All staff and students have a self-care plan.

3. Self-care training is held at every professional development day.

1. Teach staff and students how to develop a self care plan.

2. Encourage staff to engage in self-care and develop their own self care plan.

3. Plan health and wellness activities and items (i.e. lectures, yoga classes, mindfulness practices, happy messages, staff outings).

4. Create a “safe room” for students and staff to relax and deescalate.

5. Organize a staff buddy system.

| **Suicide Prevention/Postvention**
*Description*: This committee is responsible for on-going prevention and response activities pertaining to student suicide.

1. Implement an evidence-based suicide prevention program during the 2017/2018 school year.

2. Provide a social/emotional survey to students at the beginning of the year and analyze results.

3. Decrease suicide attempts by 50%.

1. Research and determine which is the best prevention program to utilize at Western Hills.

2. Ensure there is an appropriate response mechanism and staffing in place to handle immediate concerns/needs after the results of the social/emotional survey.

3. Create a system to ensure that every student has a least one caring adult in place at Western Hills.

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[Image: National Council for Behavioral Health logo and mental health first aid logo]
Learning Community Gave New Structure

Learning Community Gave Focus

Learning Community Gave Permission

Primary Focus is Domain 5: Safe and Secure Environments
We are exactly where we are supposed to be.
West High is doing GREAT – On-Track and Moving Forward!!
Contact Us

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