Connecting Trauma-Informed to MO SW-PBS

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Framing Our Conversation

The Questions
- What do you already know about PBIS, Trauma-Informed, and alignment of these two?
- What do you hope to learn from this session?

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Today’s Outcomes
- Discuss how some Missouri schools are aligning these two systems

Core Beliefs

School Mental Health is not ‘new’ but is picking up momentum, especially with the words ‘trauma-informed’ and within school settings (Foster et al., 2005)

Trauma-Informed can really be posited within a continuum of mental health for staff and students.

School Mental Health
- Comprehensive system of mental health services and programs
- Full continuum of mental health promotion, prevention, earlier intervention, intervention, and recovery
- Emphasized shared responsibility of funding
- School-based and school-linked
- Services for all students
- Wellness for all members of the school community
- Meaningful engagement of families and youth
- Culturally-relevant best practices
- Continuous quality improvement

What Is Mental Health?

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organization [WHO], 2014)
Why Trauma-Informed Schools?

- Looks Like, Sounds Like
  - School Counseling
  - PBIS
  - Restorative Justice
  - Leader in Me
  - Character Education
  - "Soft skills"
  - Suicide Prevention
  - Employee Wellness

- Value-added
  - Neuroscience
  - School Community
  - Whole Community
  - Legislative focus
  - $$$
  - Stigma
  - Secondary!!!
  - Lifelong

Trauma-Informed Care: Realizes, Recognizes, Responds, Resists Re-traumatization

Trauma-sensitive schools acknowledge the prevalence of traumatic occurrences in the lives of students & teachers, create a flexible framework that provides universal supports, are sensitive to unique needs of students and are mindful of avoiding re-traumatization.

(Substance Abuse and Mental Health Services Administration [SAMHSA], 2014)

Core Beliefs

A trauma-informed framework is best implemented when built upon already existing structures, not in isolation (McIntosh & Goodman, 2016; Eber, Weist, & Barrett, 2013).

Core Beliefs

Trauma, by nature, is personal. Our best approach is to design systems of prevention and promotion rather than focusing on reactive systems (SAMHSA, 2014; Evans, Simonsen, & Dolan, 2013).
What is trauma?

According to SAMHSA (2014):

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.

Our Reality

- For FY2016, in Missouri, there were 4,346 substantiated reports of child abuse and neglect in Missouri (6% of reported incidents) and 3,535 unsubstantiated—prevention services indicated (4.9% of reported incidents) (Missouri Department of Social Services, 2016).
- Approximately 1 in 6 boys and 1 in 4 girls are sexually abused before the age of 18 (American Psychological Association, 2014); only 30% of sexual assault cases are reported to authorities (Finkelhor, 2009).
- In an inner city community study of 536 elementary and middle schoolers, 30% had witnessed a stabbing, 26% had witnessed a shooting (Bell & Jenkins, 1993). In another urban school system, 41% of the middle and junior high students has reported witnessing a stabbing or shooting in the past year (Scheidt-Bloos, Ayers, Kaspr, & Voyce, 1995).
- In 2011/12 almost 50% of children ages 0-17 experienced one or more adverse events [traumatic event] (National Survey of Children’s Health, 2012).

Understanding trauma

Adverse Childhood Experiences (ACE) Study

What are the effects of trauma?

ACEs can have lasting effects on:

- Health: diabetes, depression, suicide attempts, heart disease, cancer, stroke
- Behavior: substance abuse, suicide, depression
- Life Potential: graduation rates, academic achievement, cost of services

What is your ACE Score?

Felitti et al., 1998

Interactive Visual

Adverse Childhood Experiences (ACEs) Overall Risk, Weighted Score by County

Felitti et al., 1998

Community Commons
Core Beliefs – Golden Rule

Golden Rule: Consistent & Predictable

Why a Classroom Focus?

Implementation of classroom systems from the Self-Assessment Survey was a unique predictor of sustained PBIS implementation (Mathews, McIntosh, Frank & May, 2014).

Universal Strategies

SAMHSA’s Principles of TIC
1. Safety
2. Trustworthiness and transparency
3. Peer support and mutual self-help
4. Collaboration & mutuality
5. Empowerment, voice & choice
6. Cultural, historical & gender issues

Effective Classroom Practices
1. Expectations & Rules
2. Procedures & Routines
3. Encouraging Behavior
4. Discouraging Inapp. Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Universal Strategies

Safety
- Create predictable routines
- Create conditions for calm
- Praise people publicly and hold them accountable privately.
- Use a restorative approach to discipline (focus of discipline from punishment to learning)

Effective Classroom Practices
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Universal Strategies

Trustworthiness & transparency
- Include students and staff in creating expectations and norms
- Be transparent and consistent with follow-through
- Model behavior

Effective Classroom Practices
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Universal Strategies

Peer support & mutual self-help
- Consistency for staff
- Strategies and activities for building staff wellness and resilience
- Offer safe, calm spaces for staff to recharge
- Make staff aware of how to ask for help

Effective Classroom Practices
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Universal Strategies

Effective Classroom Practices
Universal Strategies

Collaboration & mutuality
- Encourage staff to learn from each other

Empowerment, voice, & choice
- Ownership over their learning; feel the work is meaningful, relevant, & important.
- Voice and choice about what and how they learn
- Create highly engaging classrooms that allow for student voice.

Universal Strategies

Cultural, historical, & gender issues
- Make sure students see themselves represented in curriculum
- Recognize, value, & celebrate all family cultures

Effective Classroom Practices

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Core Beliefs – Golden Rule

Golden Rule: Focus on Teaching

Teaching, Teaching, Teaching…

Whatever we expect needs to be taught explicitly…
- Tell
- Show
- Practice
- Feedback

Core Beliefs – Golden Rule

Golden Rule: Monitor what you expect…
Progress Monitoring…

Setup systems that progress monitor your systems (fidelity of implementation) and outcomes (impact).
- high-quality school culture and climate assessments (e.g., EDSCLS)
- monitor teacher attendance
- consider conducting a focus group of students, families, & staff with questions around targeting the principles of TI.
- implementation rubric (i.e., TRSIA)

What are your universals?

What about kids who need more?

Core Beliefs – Golden Rule

Golden Rule: Understanding trauma helps us explain behavior; it should never excuse behavior.

Systems Thinking

- What roles do schools have in delivering those strategies?
  - Legal, Ethical, Moral Obligations
- What should schools be focusing on when we working with students who need more?
  - Universal supports for all
  - Early ‘at-risk’ identification
  - Connecting to community supports
  - Systems for 2-way communication & integration

Early ‘at-risk’ Identification

- Teacher nomination
  - externalizing behaviors
  - internalizing behaviors
- Data Decision Rules
  - academics/grades, behavior/referrals, attendance, nurse visits, counselor visits
- Universal Screening
  - inclusion of social/emotional components (e.g., compendium of screeners)
Developing a Good Partnership

- Avoid “captive audience” mentality
  - What is the school’s primary purpose?
- Formalize Partnerships
  - Legal & Ethical Challenges
- Reevaluate Costs & Benefits
- Systems of 2-way communication

What practices and systems do you have in place?

Questions?

Wrapping Our Conversation

The Questions
- What did you learn?
- What is a next step for you?

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