

Integrating a Trauma-Informed Approach within a PBIS Framework

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Purpose

Describe and Discuss:

- 1. How district and school leaders can incorporate trauma-informed practices within a PBIS framework.*
- 2. How the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes.*
- 3. How to adjust the PBIS framework to support trauma-informed practices.*

Acknowledgements

- Susan Barrett, ODU
- Kelly Perales, Katie Pohlman, Ami Flamini, Midwest PBIS Network
- Nicholas Scheel, University of South Florida

Agenda

- Context: History and Definitions
- Need for a Framework
- ISF PBIS MTSS
- Applying the MTSS Features

Interventions for Trauma

Intervention	Target Population	Duration	Who Started
Support for Students Exposed to Trauma (SSET)			CBITS Trainers
Trauma Focused CBT (TFC)			Master's Degree
Bounce Back https://bounceback.org/			\$2400
CBITS Cognitive Behaviour Intervention for Trauma in Schools			PhD in clinical field online training and resources in-person training available from \$4000-10,000
SPARCS (Structured Psychotherapy for Adolescents Responding to	12-18 years	16 sessions	<ul style="list-style-type: none"> Generally mental health clinicians with Master's Degree 4 days of training with follow-up support

This is NOT the discussion we are going to have today!

Integrating a Trauma-Informed Approach within a PBIS Framework

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The purpose of this Guide is to describe how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This ensures that the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes. Recommendations are included for how to adjust the PBIS framework to support trauma-informed practices.

Introduction

Over the past decade, youth-serving systems have increased their focus on childhood trauma and its impact on the mental health of children and youth (Hanson & Lang, 2016). Educators, following the lead of child welfare and mental health organizations, have intensified efforts to ensure that all teachers and administrators work in a system that provides accurate information about the prevalence and impact of trauma, are provided training and coaching around trauma response, and have a clear understanding of their role in supporting students who have experienced trauma. Although schools are investing heavily in professional development about trauma, a recent analysis of the literature found no rigorous evaluations or evidence of the impact of these efforts in educational settings (Maynard et al., 2019; Reinbergs & Fefer, 2018). As with other interventions focused on improving student social-emotional-behavioral (SEB) functioning, trauma-focused interventions are unlikely to work without ongoing analysis of implementation and corresponding refinement of strategies (Kelly et al., 2010). Positive Behavioral Interventions and Supports (PBIS) provides an effective multi-tiered framework for incorporating the knowledge about childhood trauma into an established system of SEB support, rather than focusing on trauma as a separate and perhaps competing initiative. Following the Interconnected Systems Framework (ISF) process for integrating PBIS and school mental health into a single system (Eber et al., 2019), trauma-informed practices become part of one multi-tiered continuum of support, benefitting from the structures that contribute to efficiency and effectiveness.

A Trauma-Informed Approach:

" A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization." (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014, p. 9).



Practice Guide – Integrating a Trauma-informed Approach within a PBIS Framework

Context

History and Definitions

Need for Aligned Approaches for Social-Emotional-Behavioural (SEB) Health

We may be underutilizing initiatives
if we aren't considering how
they work together.

***Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts**

(OSEP Technical Assistance Center on PBIS, 2017)

<https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>



Today, it has never been more clear that:

- Mental health is a top priority for schools and communities
- Systemically managing anxiety and depression is necessary to ensure learning
- Comprehensive systems need to have the agility to meet the needs of students, staff, and families in their current context
- Data/science matters; direct resources to effective supports
- Prevention & intervention at first sign of need pays off
- People and relationships are key to all of the above



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Statewide High-Level Analysis of Forecasted Behavioural Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- A surge in behavioural health symptoms; likely to be seen in phases
- Anxiety related issues becoming prevalent immediately through next 2-3 months
- Increase in depressive symptoms peaking around Nov/Dec 2020 (a second wave?)
- Highest risk of suicide likely Oct-Dec 2020
- More people with behavioural health concerns were NOT receiving treatment (aprx 700,000) prior to the outbreak than the # of Washingtonians who were receiving treatment (aprx 695,000)

Statewide High-Level Analysis of Forecasted Behavioural Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- Efforts should focus on activating/augmenting existing community supports to increase social connections & encourage active coping skills
- Resilience can be intentionally taught, practiced, and developed (all ages)
- Community supports, lay volunteers, and all manners of social organizations and clubs are resources that can be developed to help reduce behavioural health symptoms for the general population and should be leveraged...

History of Focus on Trauma

- Child Welfare & Mental Health focus (past 20+ years)
- Education focus past 10 years (past 10 years)
- Oprah on 60 minutes (2018)
- Floods, Fires, Hurricanes
- 2020 Pandemic

Trauma

National Childhood Traumatic Stress Network (NCTSN)

“Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being.”

Other terms used:

- Adverse Experiences
- Chronic Stress
- Toxic Stress



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Adverse Childhood Experiences (ACEs) Study (CDC-Kaiser)

- Conducted in the 1990's
- Based on 10 questions
- Asked of adults (about their childhood experiences)
- Environmental Scan
- NOT a screener for children

Lifelong Impact

The ACE study indicated that trauma in childhood is strongly correlated with risk for disease and well-being factors throughout life.

- Alcoholism or alcohol abuse
- Chronic obstructive pulmonary disease
- Depression
- Financial stress
- Suicide attempts
- Adolescent pregnancy
- Poor academic achievement

Source: Adverse Childhood Experiences (ACE) Study
Information available <http://www.cdc.gov/ace/index.htm>

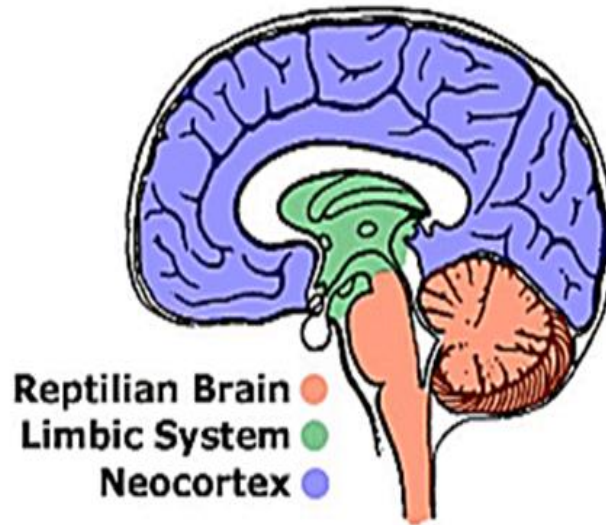


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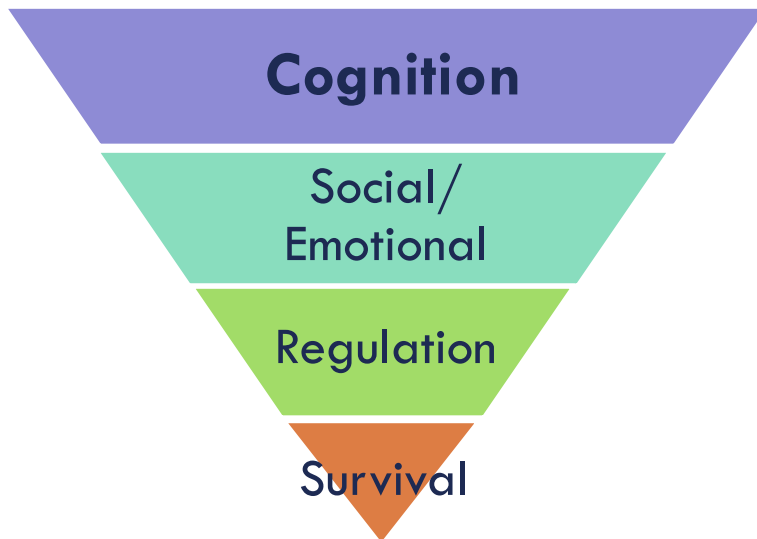
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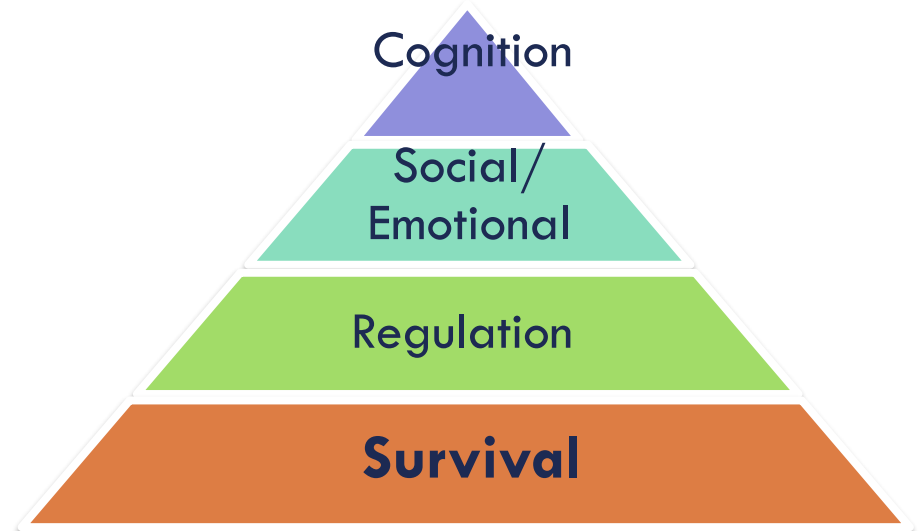
Bottom-Up Development



Typical Development



Adverse Experiences



Impact on Student's View of World

Typical Development

- I live in a predictable & benevolent world.
- I am worthwhile.
- I am hopeful & optimistic about my future.
- I have the ability to impact & change my life.

vs.

Development Impacted by Trauma

- The world is not safe.
- People want to hurt me.
- I am afraid.
- No one will help me.
- I am not good/smart/worthy enough for people to care about me.
- It will never get better.
- I need to establish personal power & control.

Cautions/Reminders about Use of ACE Study

- Do not use ACE study questions to identify individual students who need support
- We don't need to know the experiences to have a safe, predictable and consistent environment.
- Identifying need for support is about the response to the event
- ACE score will not change after an intervention

ACEs Impact Learning

- . 51% of children with 4+ ACE scores had learning and behaviour problems in school
(only 3% of children with NO ACE score)

Source: Burke, N.J., Hellman, J.L., Scott, B.G., Weems, C.F & Carrion, V.C. (June 2011). “The Impact of Adverse Childhood Experiences on an Urban Pediatric Population,” Child Abuse and Neglect, 35, No. 6.

Affects School Performance

Lower scores on standardized achievement tests (Goodman et al., 2011)

Substantial decrements in IQ, reading achievement & language (Delaney-Black et al., 2002)

2.5x more likely to be retained (Grevstad, 2007; Sanger et al., 2000; Shonk et al., 2001)

Suspended & expelled more often (Grevstad, 2007; Sanger et al., 2000; Shonk et al., 2001)

Schools are Investing Heavily in Professional Development (Pro-D) about Trauma

- Information about the prevalence and impact of trauma
- Training/coaching around trauma response
- Administrators and teachers know their role in supporting students who have experienced trauma
- Systems Focus on Trauma

Trauma-Sensitive Schools

- Recognize the prevalence & impact of traumatic occurrence in students' lives and,
- Create a flexible framework that provides universal supports, is sensitive to the unique needs of students & is mindful of avoiding re-traumatization.

WI Department of Public Instruction Trauma-Sensitive Schools Resources

<https://dpi.wi.gov/sspw/mental-health/trauma>

Adapted from Helping Traumatized Children Learn

A Trauma-Informed Approach

(SAMHSA, 2014)

“A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices and seeks to actively resist re-traumatization.”

POLL

What percentage of staff in your schools have been through some type of formal Pro-D on trauma and impact on learning?



What is the Impact of a Trauma-Informed Approach?

“Despite growing support and increased rate of which trauma-informed approaches are being promoted and implemented in schools, evidence to support this approach is lacking.”

Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). [Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews*, 15\(1-2\), e1018.](#)

Systematic Review of Current Literature is unable to:

(Maynard et al., 2019)

1. Demonstrate systemic or programmatic changes or outcomes in schools
2. Unclear what schools are doing to be trauma-informed
3. Determine impact of Pro-D on adult behaviour in schools
4. Determine impact of Pro-D on students

Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). [Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews*, 15\(1-2\), e1018.](#)

Need for Aligned Approaches for Social-Emotional-Behavioural (SEB) Health

All SEB initiatives integrated
using one framework

***Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts**

(OSEP *Technical Assistance Center on PBIS, 2017*)

<https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>



The Interconnected Systems Framework (ISF)

- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioural (SEB) interventions, (e.g. Mental Health, Social Emotional Instruction, Trauma-informed Practices, Bully Prevention, etc.),
- Aligning all SEB related initiatives through one system at the state/regional., district and school level.
- Active participation of Family, Youth and community partners is a central feature of the ISF.

The Interconnected Systems Framework (ISF): Key Messages

Single
System of
Delivery

MH is for
ALL

Beyond
Access:
Fidelity &
Outcomes

MTSS: Teams,
Data, Screening
Continuum of
EBPs



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Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide

Advanced launch. Final version coming to PBIS.org soon!

[Title Page, Acknowledgements, and Contents](#)

Preface: [Mark Weist, Professor at University of South Carolina, Department of Psychology](#)

Chapter 1: [Introduction: Setting the Stage for an Interconnected System of Education and Mental Health](#)

Chapter 2: [Defining Interconnected Systems Framework \(ISF\): Origins, Critical Features and Key Messages](#)

Chapter 3: [Exploration and Adoption](#)

Chapter 4: [Installing an Interconnected System at the District/Community Level](#)

- [District/Community Leadership Installation Guide](#)
- [Click here](#) to access supporting resources

Chapter 5: [Installation and Initial Implementation of an Interconnected System at the School Level](#)

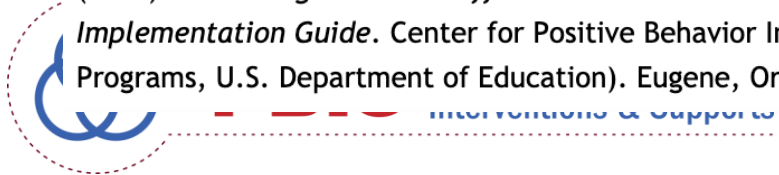
- [School Level Installation Guide](#)
- [Click here](#) to access supporting resources

Chapter 6: [Implementation and Sustainability](#)

Commentary: [Sharon Hoover, Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Director, Center for School Mental Health](#)

[References](#)

Suggested citation: Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D. (2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*. Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.



Why Use The PBIS Framework?

PBIS uses core features of multi-tiered systems of support (MTSS) to:

- Improve SEB and academic competencies
- To teach full range of SEB competencies
- Prevent and address internalizing problems
- Apply a whole-system response and emphasize prevention
- Prioritizes use of data to evaluate impact

Why Use a MTSS/PBIS Framework

To integrate mental health, trauma-informed approaches, and SEL competencies?

- Emphasizes whole system response/prevention
- Provides instructional framework for teaching S/E competencies
- Focus on use of data to evaluate impact
- Sustainability

Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30(2), 166.

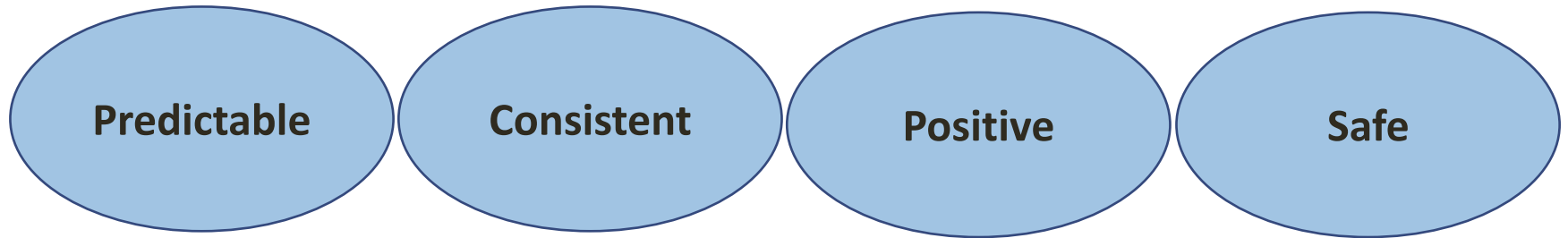
Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8(1), 144-162.

Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews*, 15(1-2).

Why Use the PBIS Framework for Trauma-Sensitive Schools?

The fundamental purpose of PBIS is to make schools more effective & equitable learning environments.

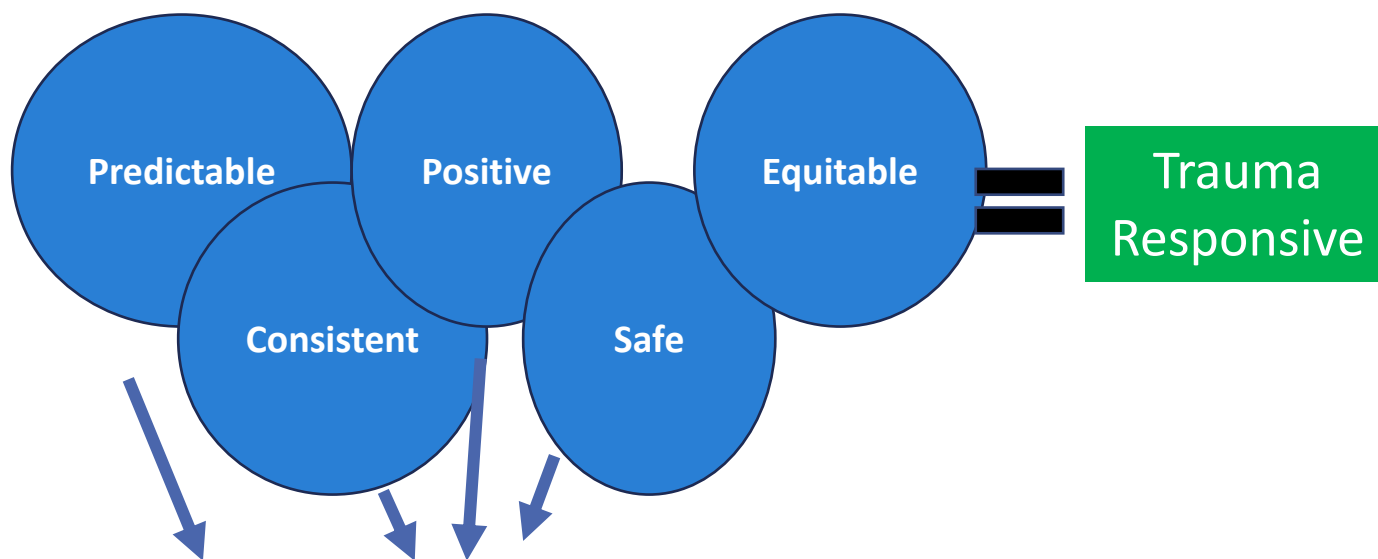
Rob Horner, Co-Director of the OSEP Technical Assistance Center for PBIS



PBIS and Trauma-Informed Approaches

Framework for Student Supports

National Child and Traumatic Stress Network
(Coordinated by UCLA and Duke University)



The school addresses students needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being www.nctsn.org



PBIS and trauma-informed Approaches: Both grounded in Behavioural Science

PBIS:

- Establishes a clear and predictable social environment
- reduces problem behaviors linked to internalizing distress
- diminishes classroom distractions and interruptions
- provides instructional framework for teaching and practicing adaptive social and emotional skills

Trauma literature recommends:

Safe and positive environment with positive and dependable relationships to promote resiliency and healthy brain functioning
Sciaraffa, Zeanah, & Zeanah (2018)

Cognitive Behavioural Therapy (CBT) recommended for children who have experienced trauma (Cohen et al., 2012)

Trauma : Grounded in Behavioural Science

Language Matters!

- Self Regulation
- Relationships
- Resilience
- Function-based Positive Behavior Support Plans
- Teaching, practicing, acknowledging *replacement behaviors* for fight, flight, and freeze

Acknowledgement System

- Relationships

- Youth with high relational connectedness can have higher levels of adversity without negative outcome (Hambrick, et al., 2019)
 - ✓ High frequency acknowledgements to increase number of positive interactions
 - ✓ School-wide acknowledgement system to increase sense of community

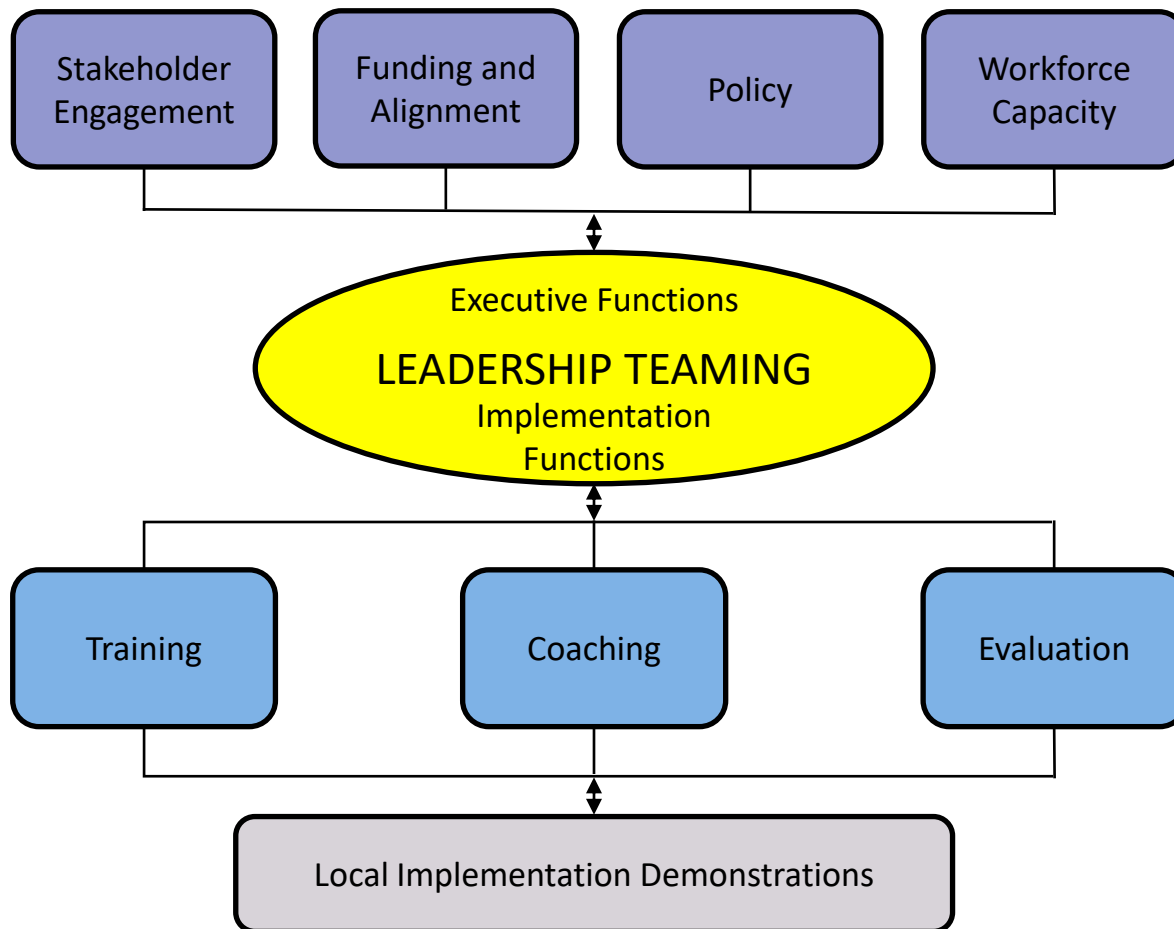
- Teaching Skills

All acknowledgements are used to teach and reinforce skills

- Safe, consistent, predictable environment

WHY focus on District/Community Leadership Teams for Installation:

Adopting a truly integrated way of working involves organizational change and therefore requires active leadership from those who have authority to change policy, blend funding streams and re-position personnel and procedures at the school level.



Using the PBIS Framework:

APPLICATION OF MTSS FEATURES

MTSS Core Features

Teams

Use of Data

Ensuring Early Access

Formal Process for Selecting Interventions

On-going Professional Development and Coaching



POLL

Does your Pro-D plan for PBIS address the specifics of MTSS?

Does your Pro-D plan for trauma address the specifics of MTSS?



MTSS Core Features

Teams

Use of Data

Ensuring Early Access

Formal Process for Selecting Interventions

On-going Professional Development and Coaching



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TEAMS

- Aligning through one system requires one district and community leadership team (DCLT)
- Leadership team includes community providers and family/youth representation
- Ensure all mental health related initiatives are facilitated through one set of teams at both district and school level
- Teams include people with trauma (or other necessary) expertise

Teams: Trauma Enhancement

Do district and school-based teams include an individual who has knowledge, expertise, and the ability to provide coaching/support about impact of trauma?

MTSS Core Features

Teams

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Formal Process for Selecting Interventions

On-going Professional Development and Coaching



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Use of Data: Trauma Enhancement

- Do all staff know what data sources to use to determine which trauma-informed interventions are needed at which tier (i.e., all, some, few)?
- Is community data and student and family perception data used to provide cultural context?

Outcome Data

Current data:

- Office discipline referrals (ODRs)
- Suspensions
- Expulsions
- Student attendance

Expanded Data:

- Student nurse visits
- Social-emotional-behaviour universal screening data
- Restraints
- Teacher attendance
- Student hospitalizations
- Student safety screenings (i.e., crisis calls)
- Restrictive / out of district placements

Time Out of Class Form

Name: _____	Location
Date: _____ Time: _____	Playground Library
Teacher: _____	Cafeteria Bathroom
	A B C
Grade: K 1 2 3 4 5 6 7 8	Hallway Arrival/Dismissal
Referring Staff: _____	Classroom Other _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language	Abusive language	Obtain attention
Physical contact	Fighting/ Physical aggression	Obtain attention
Defiance	Defiance/Disrespect	Obtain activities
Disruption	Harassment/Bullying	(_____)
Dress Code	Dress Code	_____ or activity
Property misuse	Inappropriate Display A_____	_____
Tardy	Electronic Violation	_____
Electronic Violation	Lying/ Cheating	_____
Other _____	Skiping class	_____
	Other _____	_____
Administrative Decision/Time Out of Class= _____		
Loss of privilege	Individualized instruction	
Time in office	In-school suspension (____ hours/ days)	
Conference with student	Out of school suspension (____ d_____)	
Parent Contact	Other _____	

What activity was the student engaged in when the event or completion took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	



Where Do Specific “MH” Interventions Fit?

That depends on the data of
the school & community

Examples of Expanded View of Data

- Child welfare contacts
- Violence rates
- Incarceration rates
- Children in care
- Homeless families
- Unemployment spikes



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USE OF DATA SOURCES THAT IDENTIFY SCOPE OF TRAUMA

- Leverage both trauma and behavioural knowledge to ensure desired results
- District/School team may want to review community data to determine trauma in community as considering expanding Tier 1 instruction
- Data allows teams to determine how interventions may need to be redesigned or added at different tiers
- Teams need to identify data trends that indicate which students need more targeted supports

Poll



Are your systems using data to identify students who may need trauma-informed interventions?

If yes, please share what data and how used in chat box.

Perception Data

- Student Perception
 - [School Climate Survey](#) (PBISApps)
- Teacher Perception
 - [School Climate Survey](#) (PBIS Apps)
 - [Self-Assessment Survey](#) (PBISApps)
 - [The Attitudes Related to Trauma-informed Care \(ARTIC\) Scale](#)
- Family Perception
 - [School Climate Survey](#) (PBIS Apps)

DECIDE HOW TO ASSESS BEFORE IMPLEMENTING

- Teams prepare to progress monitor **impact** and **fidelity** of each intervention accurately
- Evaluation procedures determined prior to starting the intervention
- Consider data used to identify students as needing trauma-informed interventions as possible progress monitoring and assessment data points
- New skills can be monitored across settings by expanding daily progress report card

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Body Scan Use calming strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use your words Use safe hands	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Used My Courage Cards Identified My Feelings	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				



ASSESSING FIDELITY

- Team develops a process to assess fidelity for new interventions (one that is already developed or the team may need to develop)
- Some manualized trauma interventions will have fidelity measures as part of the curriculum. Others do not.
- When a team chooses to install an intervention that does not have fidelity measures established, the team will need to develop such a measure.
- See <https://bit.ly/ChooseImpFidelityMeasure> for factors for the team to consider in choosing or designing fidelity tools.

MTSS Core Features

Teams

Use of Data

Ensuring Early Access

Formal Process for Selecting Interventions

On-going Professional Development and Coaching



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ENSURE EARLY ACCESS

THROUGH UNIVERSAL SCREENINGS OF DATA SOURCES

- SEB universal screeners are essential to identify students in need of support, including those who are impacted by trauma
- Leverage both trauma and behavioural knowledge to ensure desired results
- Teams may want to review community data to determine level of trauma in community to consider expanding Tier 1 instruction
- Data allows teams to determine how interventions may need to be redesigned or added at different tiers
- Teams need to identify data trends that indicate which students need more targeted supports

Ensuring Early Access: Trauma Enhancement

- Does the team use a formal screening process to identify children and youth needing additional support?
- Does the team review community/neighbourhood data to determine the magnitude of needs?

MTSS Core Features

Teams

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Formal Process for Selecting Interventions: Trauma Enhancement

Does the team use a formal process to select trauma-informed evidence-based practices, and determine if they can be implemented effectively?

Teams/Leaders:



Resist temptation to add new practices without first considering expansion or repurposing of existing efforts.

FORMAL PROCESS

FOR SELECTING TRAUMA-INFORMED EVIDENCE-BASED PRACTICES

- consider expansion or repurposing of current practices
- If team determines a new, evidence-based intervention is required, they should follow an established procedure for selection (Hexagon Tool)
- Consistently use data to guide teams in selection of interventions (few vs. all)

An Example of Repurposing vs. Adding New Strategies

To strengthen relationships, a key to building resilience for youth experiencing trauma, build on what you have

Consider strengthening or repurposing the use of active supervision

Reteach active supervision with emphasis on how adults can strengthen relationships with students by increasing the # of positive adult-student interactions

Formal Process for Selection of Interventions

- Do we have a need for a new intervention(s)?
- Is the intervention we are selecting a good fit for our system?
- Does the research indicate this intervention has evidence to address our need?
- Do we have the capacity to implement the intervention, including the resources and supports to implement with fidelity and build capacity for sustainability?



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Intervention Selection

- Team selection
- Based upon need and student population
- Staff capacity and resources to implement
- Evidence based

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

IMPLEMENTING SITE INDICATORS

CAPACITY TO IMPLEMENT

- Staff meet minimum qualifications
- Able to sustain staffing, coaching, training, data systems, performance assessment, and administration
 - Financial capacity
 - Structural capacity
 - Cultural responsiveness capacity
- Buy-in process operationalized
 - Practitioners
 - Families

FIT WITH CURRENT INITIATIVES

- Alignment with community, regional, state priorities
- Fit with family and community values, culture and history
- Impact on other interventions & initiatives
- Alignment with organizational structure

NEED

- Target population identified
- Disaggregated data indicating population needs
- Parent & community perceptions of need
- Addresses service or system gaps

PROGRAM INDICATORS

EVIDENCE

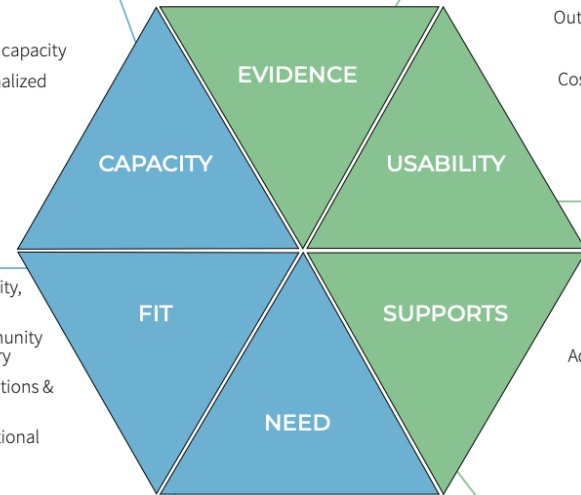
- Strength of evidence—for whom in what conditions:
 - Number of studies
 - Population similarities
 - Diverse cultural groups
 - Efficacy or Effectiveness
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data

USABILITY

- Well-defined program
- Mature sites to observe
- Several replications
- Adaptations for context

SUPPORTS

- Expert Assistance
- Staffing
- Training
- Coaching & Supervision
- Racial equity impact assessment
- Data Systems Technology Supports (IT)
- Administration & System



POLL

Does the team use a formal process to select evidence-based behavioural or academic practices, and determine if they can be implemented effectively?

Does the team use a formal process to select trauma-informed evidence-based practices, and determine if they can be implemented effectively?



MTSS Core Features

Teams

Use of Data

Ensuring Early Access

Formal Process for Selecting Interventions

On-going Professional Development and Coaching



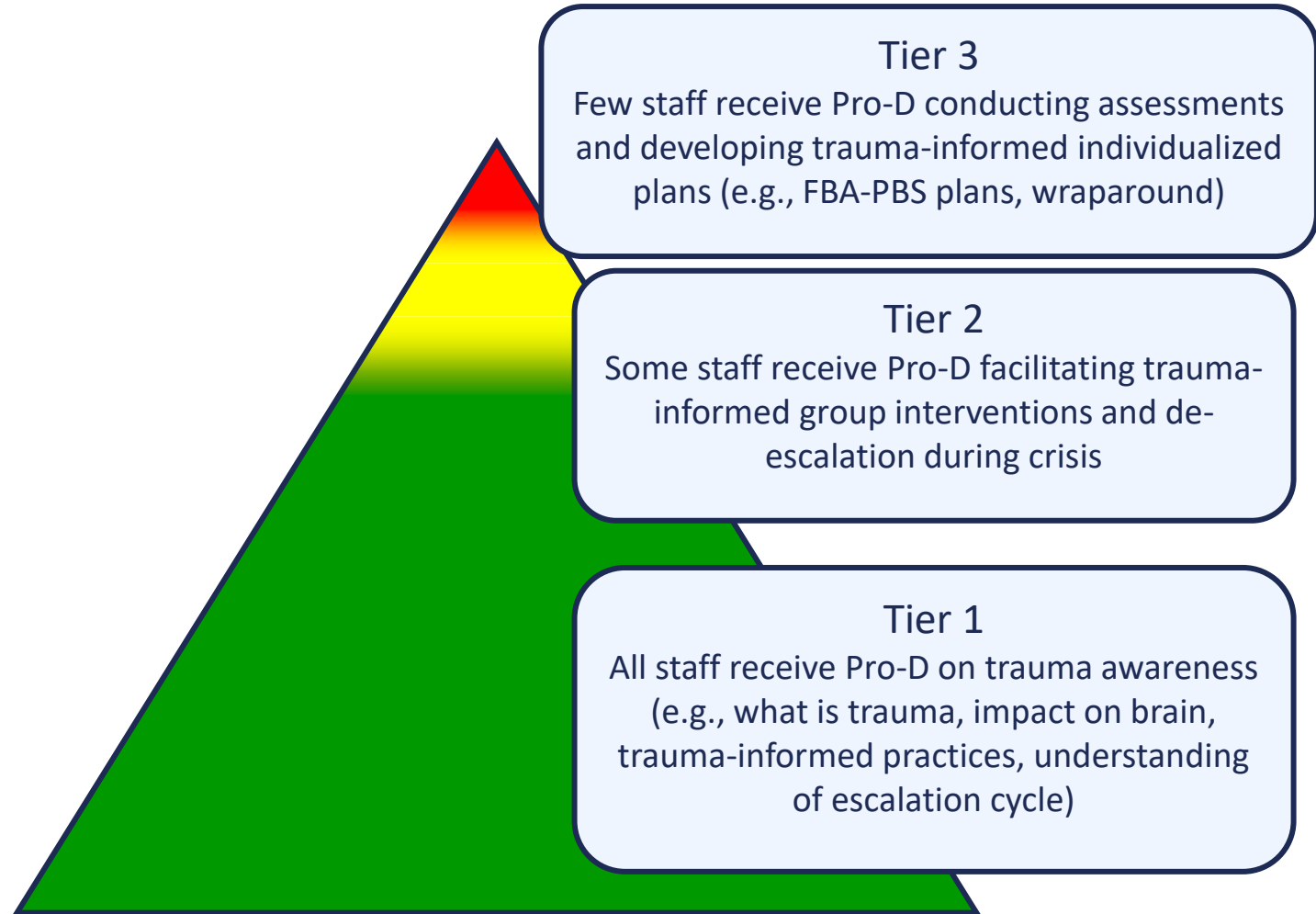
On-going Pro-D & Coaching: Trauma Enhancement

- Does the District MTSS professional development plan include opportunities for all staff to learn about trauma, its impact on youth, and the evidence-based practices that will be integrated across tiers?
- What types of supports are available for staff who have experienced trauma or are experiencing secondary trauma?

PROFESSIONAL DEVELOPMENT & COACHING

- Focus on building fluency and accuracy with new practices
- Ensure same team-based logistics and principles of adult learning are applied (i.e., ongoing coaching)
- Teams need adequate action planning time to make decisions about integrating with existing structures and components of PBIS

Identifying Audience for Pro-D



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Pro-D & Coaching:

Resist the temptation to add new practices without first considering expansion or repurposing of existing efforts.



A Pro-D Coaching Activity

Conduct a Crosswalk of Tier 1 Practices with Trauma-informed Features

- Assists in determining what may need to be enhanced, removed or added
- Assess your continuum of supports/current practices using the features of trauma-informed practices



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<http://www.traumacenter.org/research/ascot.php>

Features of Trauma-Informed Practices:

1. Create a safe, predictable, consistent environment
2. Promote belonging and relationship development
3. Teach and reinforce SEB competencies
4. Support cognitive, emotional & behavioural regulation

Crosswalk for Trauma-Informed Features

Tier I				
Intervention	How is it trauma informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing New Skill	Supports Regulation
Tier II				
Intervention	How is it trauma informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing New Skill	Supports Regulation

Tier 1 Example

See example chart below. School identified all of the practices they had in place in black font and then identified an action plan to strengthen trauma informed implementation in *red font*.

Tier I				
Practice	How is it trauma informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations <ul style="list-style-type: none"> • <i>Expand teaching to include coping skills (e.g.: identifying feelings, expressing feelings, & managing feelings)</i> • <i>Teach behavioral lessons in a circle</i> 	X	X	X	
Feedback and acknowledgement	X	X	X	
Defined problem behaviors	X			
Continuum of response to inappropriate behavior <ul style="list-style-type: none"> • <i>Alternatives to traditional discipline</i> 	X	X		
<i>Schedule of regulation for all classrooms</i>	X		X	X
<i>Morning Classroom Check-Ins</i>	X	X		

Tier II

A Pro-D Coaching Activity

Expanding the Tier 1 Teaching Matrix to Include Trauma-informed Competencies

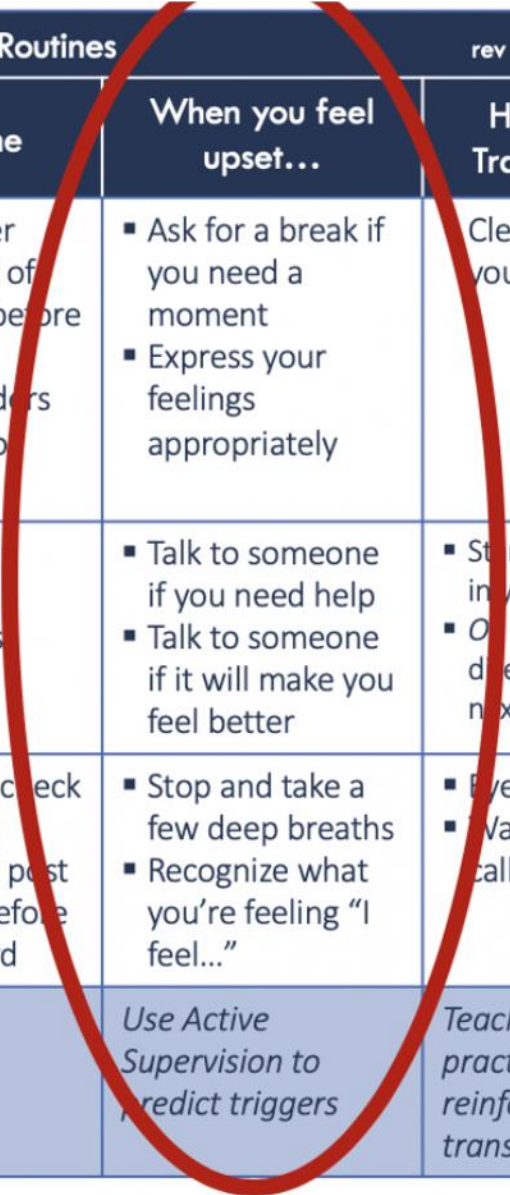
Once teams have selected and prioritized trauma-informed competencies to be taught they can add to Tier 1 teaching matrix

Ensures competencies are directly taught, modeled, and practiced with students

Trauma Integration

The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines					rev 11-4-19
		Welcome	Group Work	Online	When you feel upset...	How to Transition	
Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> ▪ Say "good morning" to teacher and classmates ▪ Talk in soft voices 	<ul style="list-style-type: none"> ▪ Listen to your peers ▪ Take turns speaking ▪ Say "I like" 	<ul style="list-style-type: none"> ▪ Consider feelings of others before I post ▪ Standers ▪ Ask for ▪ rs 	<ul style="list-style-type: none"> ▪ Ask for a break if you need a moment ▪ Express your feelings appropriately 	Clean up your area	
Organized and Achieving		<ul style="list-style-type: none"> ▪ Take your seat 	<ul style="list-style-type: none"> ▪ Do your fair share ▪ Manage time carefully 	<ul style="list-style-type: none"> ▪ Double check sources before I post ▪ Think before I forward 	<ul style="list-style-type: none"> ▪ Talk to someone if you need help ▪ Talk to someone if it will make you feel better 	<ul style="list-style-type: none"> ▪ Stand, Push in your Chair ▪ Listen for direction to next activity 	
Responsible	<ul style="list-style-type: none"> • Stay on task • Offer to help • Apologize for mistakes 	<ul style="list-style-type: none"> ▪ Turn in homework ▪ Put materials in desk ▪ Begin work 	<ul style="list-style-type: none"> ▪ Do your fair share ▪ Manage time carefully 	<ul style="list-style-type: none"> ▪ Double check sources before I post ▪ Think before I forward 	<ul style="list-style-type: none"> ▪ Stop and take a few deep breaths ▪ Recognize what you're feeling "I feel..." 	<ul style="list-style-type: none"> ▪ Eyes on me ▪ Wait to be called 	
<i>Teacher's Role (Conditions for Learning)</i>	<i>Supervise all areas of classroom</i>	<i>Greet Students warmly Bell to bell activity posted</i>	<i>Actively supervise small group activities</i>	<i>Teach & practice routine monthly</i>	<i>Use Active Supervision to predict triggers</i>	<i>Teach, practice, reinforce transitions</i>	

Classroom is also anchored to the SAME School Wide expectations



Sample School-wide Teaching Matrix

Midwest PBIS Network, 11/4/2019. Adapted from: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioural Interventions and Supports. www.pbis.org.

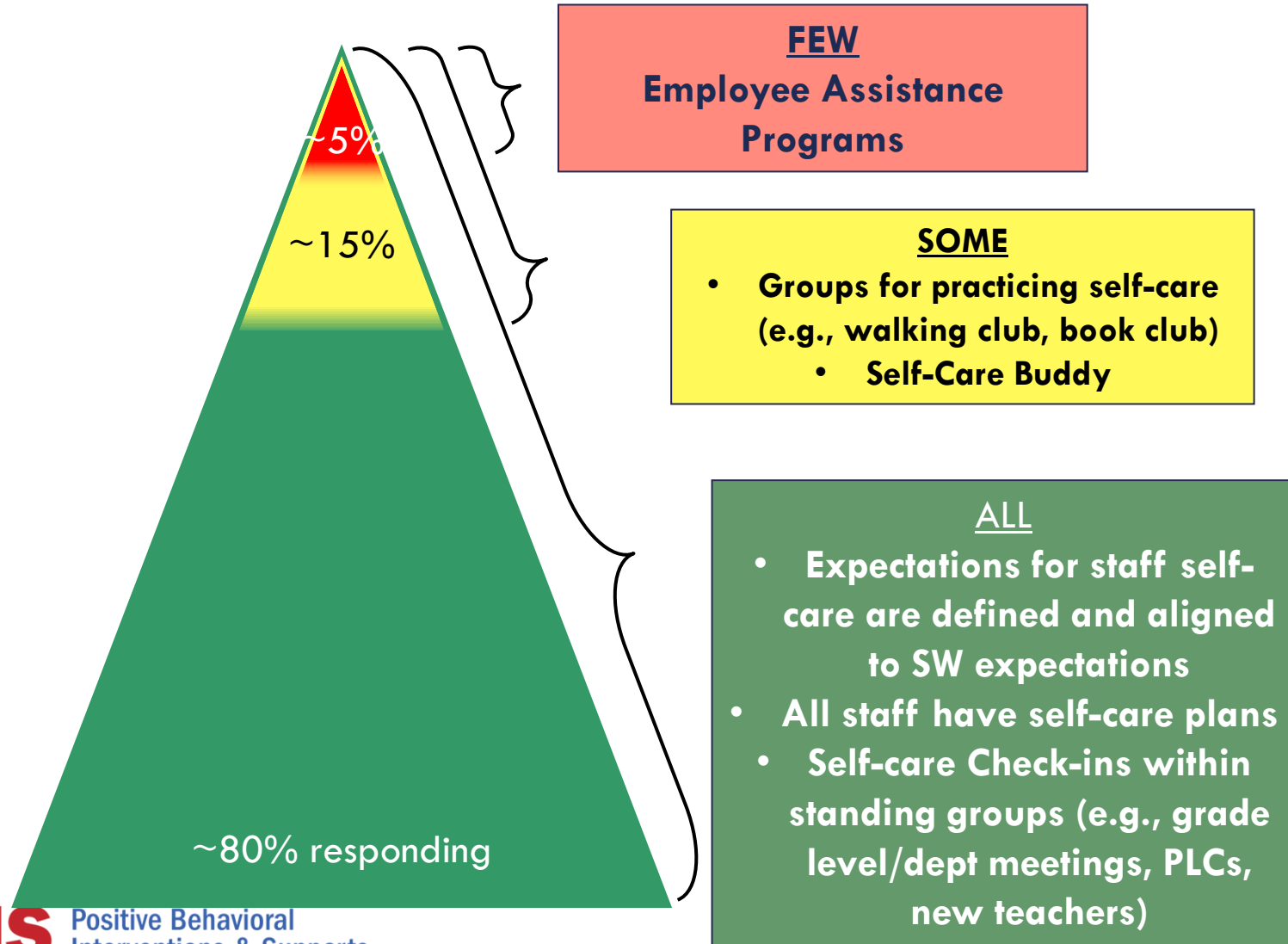
School-wide ROAR Expectations	Rules (examples)						rev 11-4-19
	All Settings	Hallways	Lunch	Bus	Online	Classrooms	
Respectful	Be on time Assume positive intent	Walk to the right Use level 1 volume	Invite those sitting alone to join	Stay in my seat Use level 1 volume	Consider feelings of others before I post Be an upstander – speak up when I see unsafe behaviour	See classroom specific matrices for classroom rules and routines	
Organized and Achieving	Hands and feet to self Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my feelings before I post Re-read messages before I post.		
Responsible	Recycle Be prepared	Pick up litter	Use my breathing technique Listen to my signals	Watch for my stop	Double check sources before I post Think before I forward		
Teacher's Role (Conditions for Learning)	<i>Use specific praise to reinforce behaviour</i>	Stand in hall during passing periods	Use active supervision (move, scan, interact)	Ensure students enter bus calmly	Teach and practice routine monthly		<ul style="list-style-type: none"> • Develop classroom matrix • Post; teach; reinforce

INCORPORATE social emotional competencies, pro-social skills, etc...

On-going Pro-D & Coaching: Trauma Enhancement

What types of supports are available for staff who have experienced trauma or are experiencing secondary trauma?

What might a continuum of supports for staff self-care look like?



APPLICATION OF MTSS: More Examples

poll

- Do teams know what data sources to use to determine which trauma-informed interventions are needed at which tier (i.e., all, some, few)?
- Is community data and student and family perception data used to provide cultural context?



Prevalence of Trauma in Students

13 of every 30 students in a classroom experience toxic stress from 3 or more Adverse Childhood Experiences (ACEs)

Washington School Classroom (30 Students) Adverse Childhood Experiences (ACEs)

6 students with no ACE

5 students with 1 ACE

6 students with 2 ACEs

3 students with 3 ACEs

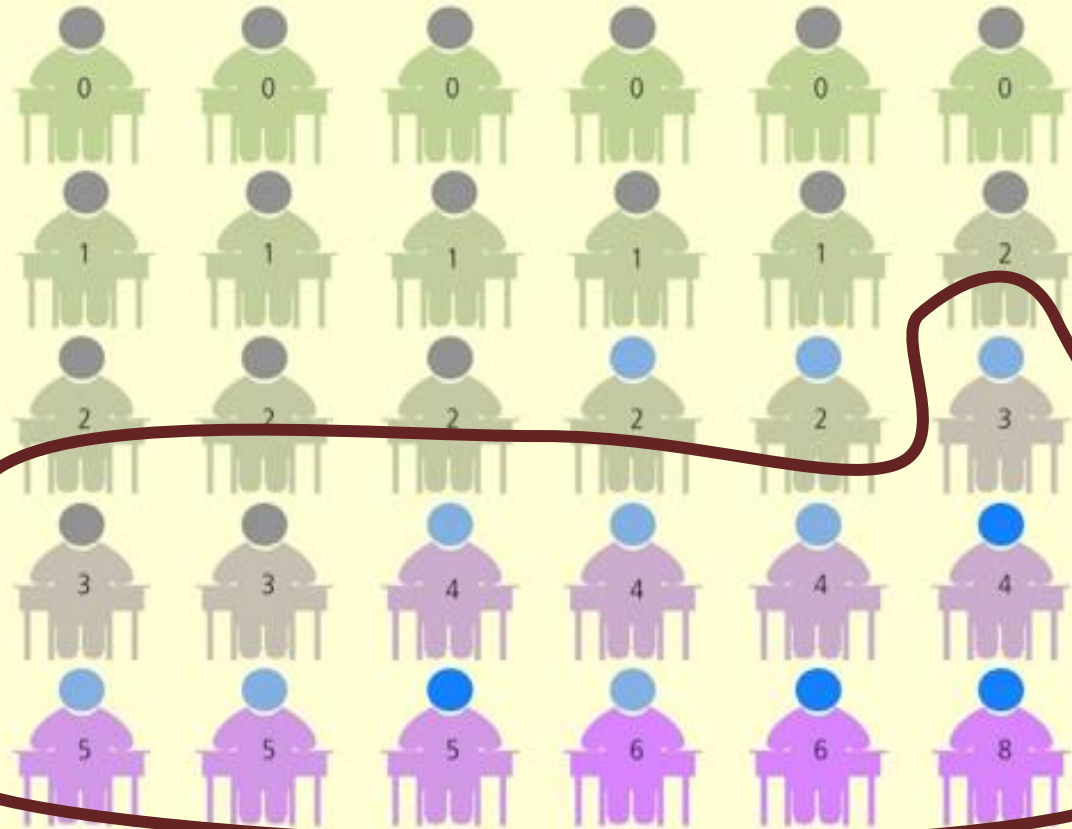
7 students with 4 or 5 ACEs

3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence

29% (9) of students exposed to physical abuse or adult to adult violence

13% (4) of students exposed to physical abuse and adult to adult violence



Understanding Types of Groups

Monitor Data, Select Practice, Install Systems

Basic

Complex

REMEMBER to Consider: structure, skills taught, staff skills, location, and frequency
Matched to student need with instructional focus, skilled staff (i.e., group dynamics, content, behaviour science, clinical)

- Behaviour– Core Curriculum taught by teacher daily to all
- Small group taught inside classroom weekly by teacher or support teacher
- Self-management cards for some students

- Pro-Social Skills- Core SEL curriculum
- Taught by range of staff with teaching background
- Outside of the Classroom
- 2/week

- Coping Skills- pulled from SEL curriculum
- Add emotional regulation feature
- Taught by staff with technical skills
- Inside of the Classroom
- 2/week

- Coping Power
- Taught by Staff with advanced technical skills
- Outside of the Classroom
- Daily



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Tier 2: Example

Tier II				
Practice	How is it trauma informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Re-teaching / Reinforcing Skills	Supports Regulation
CICO <ul style="list-style-type: none"> Provide PD to staff on ensuring the specific feedback provided to students and the connection to the matrix 	X	X	X	
Problem Solving Group	X	X	X	X
Pro-Social Skills Group	X	X	X	
Academic Behavior Skills Group <ul style="list-style-type: none"> Teaching students to understand brain development in connection to being ready to learn and focusing attention 	X	X	X	X
Modified CICO	X	X	X	
CBITS	X	X	X	X

- Increase fidelity of CICO to ensure teaching skills
 - Pro-D to staff on using specific feedback using SW Matrix
- Additional interventions to teach regulation
 - Teaching brain regulation in Academic-Behaviour group
- Wanted a higher level, more complex group intervention
 - Team selected CBITS as best fit

Is CICO Trauma Informed?

▪ Relationship

- Morning and afternoon CICO facilitator
- Scheduled feedback from teacher
- Behaviour Specific Praise

▪ Higher dose of Skill Teaching

- Feedback on school-wide expectations

▪ Safety, Consistency, Predictability

- Consistent person to begin and end the day
- Scheduled feedback

▪ Regulation

- All students in CICO select a regulation activity from short list each morning
- Some (Modified CICO) check-in with special facilitator who leads a body scan with students before going to class



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Tier 2 Trauma-informed
Group DPR

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1st block	2nd block	3rd block	4th block
Be Safe SOS (slow down, orient, self-check) Use mindfulness	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Distract & Self-Soothe Let 'M Go	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Make A Link Make Meaning	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

Tier 3 Plan with Trauma-informed Strategy

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1st block	2nd block	3rd block	4th block
Be Safe SOS (slow down, orient, self-check) Use mindfulness	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Distract & Self-Soothe Let 'M Go	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Make A Link Make Meaning	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB



Teams/Leaders:



Resist temptation to add new practices without first considering expansion or repurposing of existing efforts.



Resources

- [*Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support*](#)
- Integrating Trauma-informed Support in MTSS – [SCTG](#) [webinar recording](#)
- The [ISF Fact Sheets](#)
- [*Moving from Cloudy to Increasingly Clear: Aligning Explicit Teaching Behaviors with the Core Principles of Trauma-informed Practice*](#)
- Harvard – [Center on the Developing Child](#)