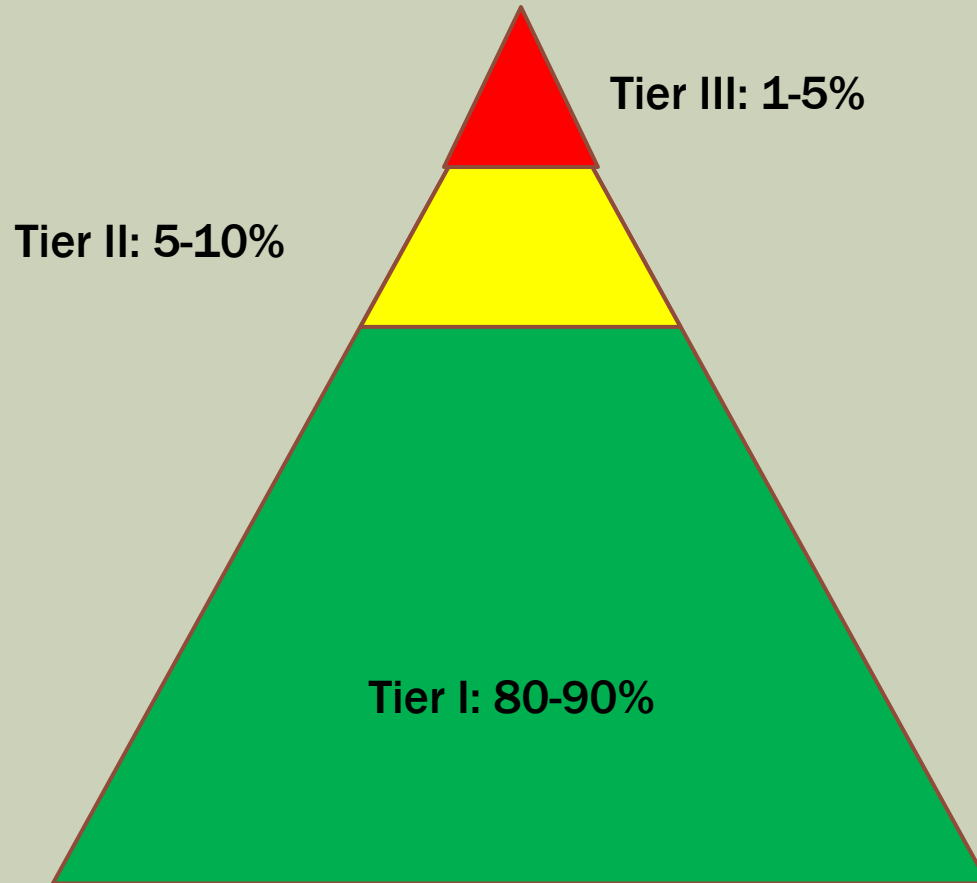


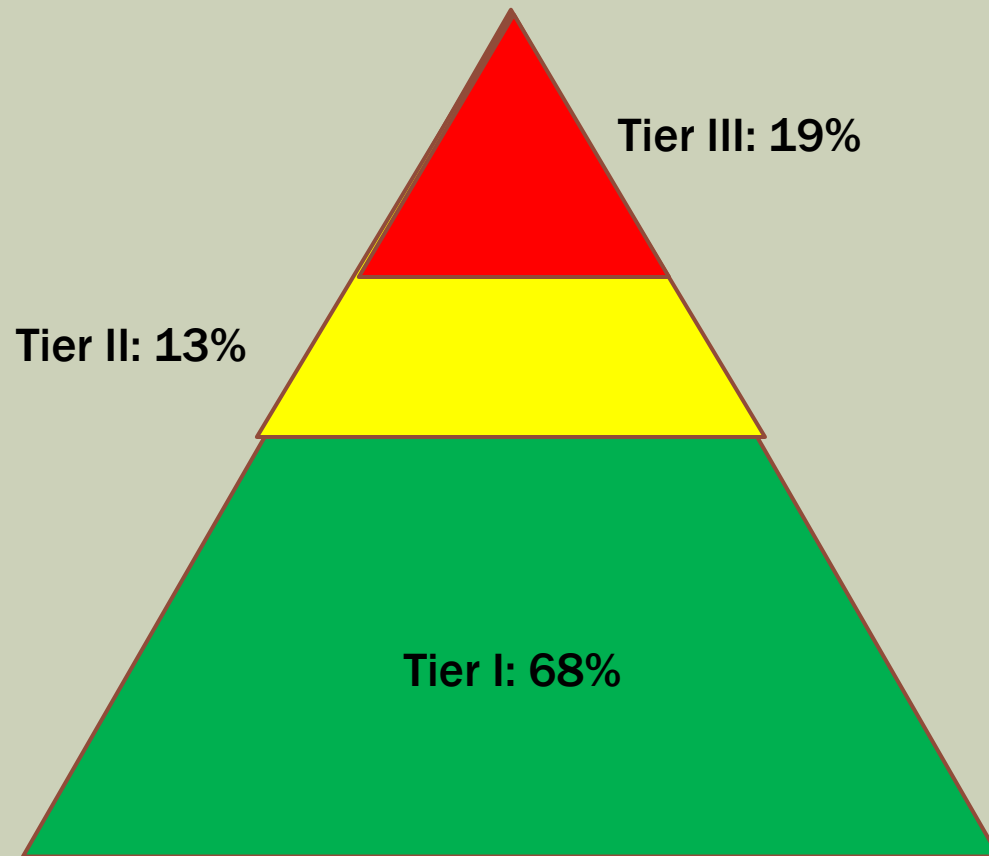
# **BUILDING A TRAUMA-INFORMED SYSTEM OF CARE**

Reflection,  
Redefinition,  
Reformation

# PBS DATA TRIANGLE



# 2012 DATA TRIANGLE



# NEEDS ASSESSMENT

- Support staff in building age-appropriate, supportive relationships with students and developing classroom management techniques.
- There was a need to provide group interventions for students at-risk or currently exhibiting problem behavior. To do that we must develop a paradigm for differentiating typical adolescent behavior from at-risk behavior.
- Tier I supports should be strengthened to include school-wide behavior screening for prevention and early identification activities.
- Continue to develop Tier II supports are maximum efficiency with targeted groups.
- Intervene as early as possible to reduce the rate at which students progress to Tier III, really tease out our most severely impaired students with the multi-gating method that includes teacher screenings and grade-level rankings to prioritize need.

# ASSET MAPPING

- **Counseling Groups**

- Organizational Skills Boot Camp
- Making Proud Choices
- Overcoming Obstacles
- Character Education Groups

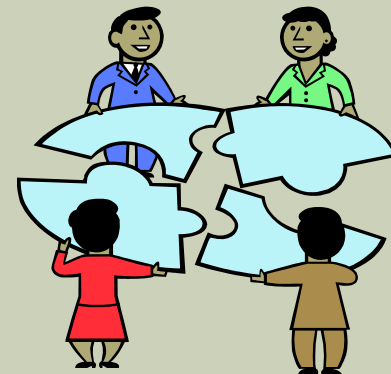
- **Clubs/After School Activities**

- Best Men's Club and Ladies Club
- Extended Day Academy

- **Daily Progress Report (behavior or academic) with Check-In**

- **Mentoring**

- **DPBH Mental Health Consultant and CBT Pilot Project Site**



# School Learning Supports Matrix

	Program	Grades Served	Gender	Student Names
Tier 1	PBS	6, 7, 8		Universal
	School-wide Advisory	6, 7, 8		
	School Success Plans	6,7,8		
	Caught Red-handed (CIS)	6, 7, 8		
	Student Ambassadors – leadership program	6, 7, 8		
	Parenting in the Middle –monthly support group			
Tier 2	IST Interventions			Secondary
	Americorp Mentors			
	Community in Schools (CIS)	8		
	Daily Student-Staff Check-ins			
	Everyday Coping Skills Groups			
	Making Proud Choices Groups (Sex Ed)	7 and 8		
	Making Smart Choices Groups (Decision-making)	6 and 8	Girls	
	Organization Skills Boot Camp	6,7,8	Boys	
Tier 3	Behavior Support Plans (BSP)			Tertiary
	Trauma/Grief Cognitive Behavior Therapy	6 and 7		
	Behavioral Health Consultation - Teacher			
	Behavioral Health Consultation - Parent			
	Brief Counseling with Student			
	Referral to Outside Agencies			

# CAPACITY BUILDING WITH TRAINING SYNTHESIS AND SYNERGY

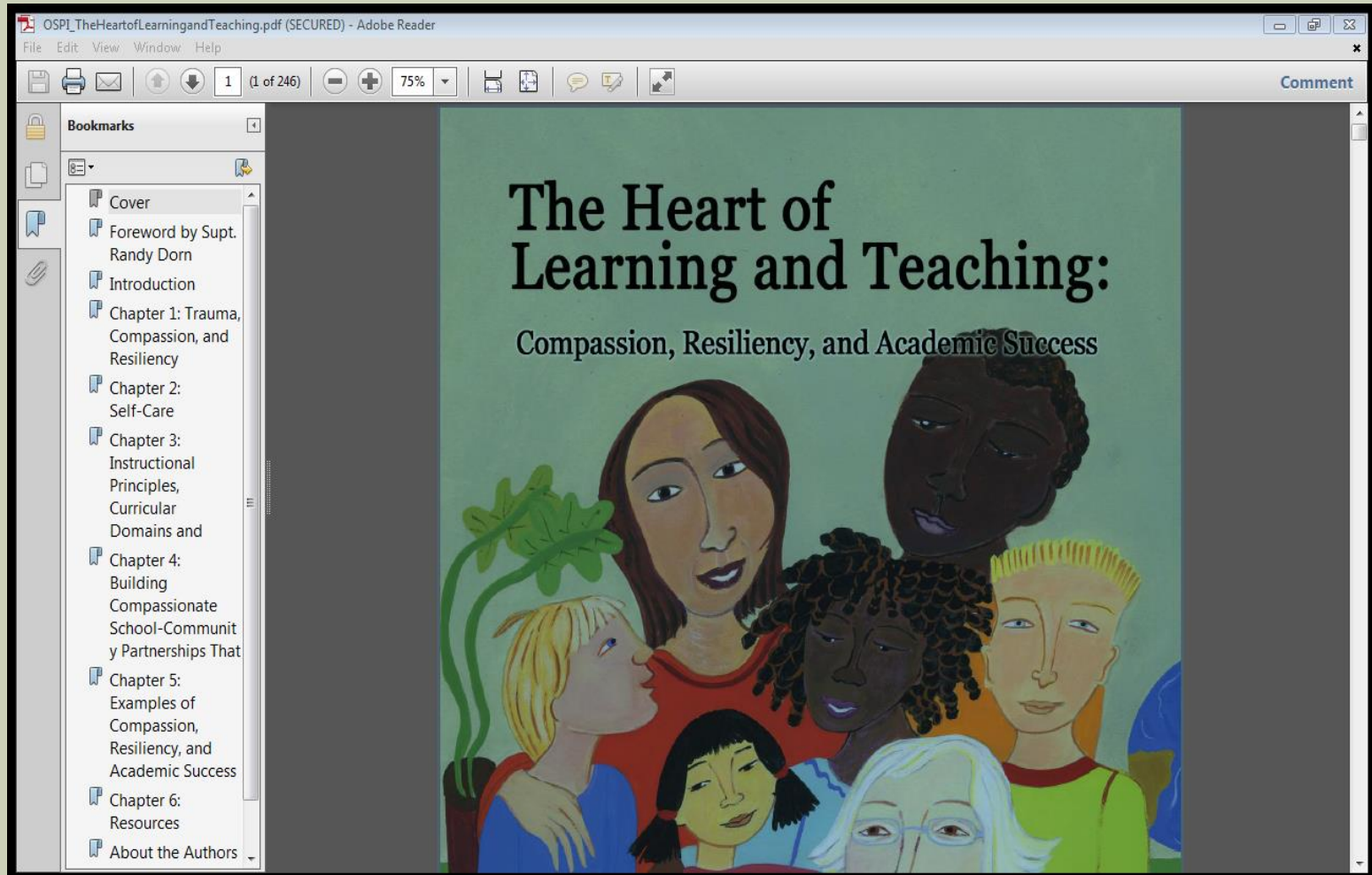


# SHIFT

## YOUR PERSPECTIVE

Trauma-Informed Care

# LEARNING SUPPORTS MODEL FROM WASHINGTON STATE





# ADVERSE CHILDHOOD EXPERIENCES STUDY (ACES)

<http://www.cestudy.org/>

<http://www.cdc.gov/nccdphp/ACE/>

# ADVERSE CHILDHOOD EXPERIENCES STUDY (ACES)

**56%** of the general population reported at least one traumatic event

(Kessler, 1995)

**90%** of mental health clients have been exposed to a traumatic event and most have multiple exposures

(Mueser, 1998)

**83%** of females and **32%** of males with developmental disabilities have experienced sexual assault. (Hard, 1986) Of those who were assaulted, **50%** had been assaulted 10 or more times

(Sobsey and Doe, 1991)

**97%** of homeless women with mental illness experienced severe physical and/or sexual abuse

(Goodman, Dutton et al., 1997)

# ADVERSE CHILDHOOD EXPERIENCES STUDY (ACES)

## Abuse

- Psychological (by parents)
- Physical (by parents)
- Sexual (anyone)
- Physical neglect
- Emotional neglect

## Household with:

- Substance abuse
- Mental illness
- Separation/divorce
- Domestic violence
- Imprisoned household member

# WHAT IS TRAUMA-INFORMED CARE?

**What it is:**  
**a philosophical shift**

**What it is not:**  
**an intervention to address PTSD**

-----

*Moving from, 'What's wrong with you?'*  
*to*  
*'What's happened to you?'*

# WHAT IS TRAUMA-INFORMED CARE?

**Incorporate knowledge about trauma – prevalence, impact, and recovery – in all aspects of service delivery**

**Place priority on:**

- 1. meaningful consumer engagement**
- 2. physical and emotional safety**
- 3. choice**
- 4. collaboration / sharing power**
- 5. empowerment and skill building** (1-5, Fallot & Harris)
- 6. healing relationships**

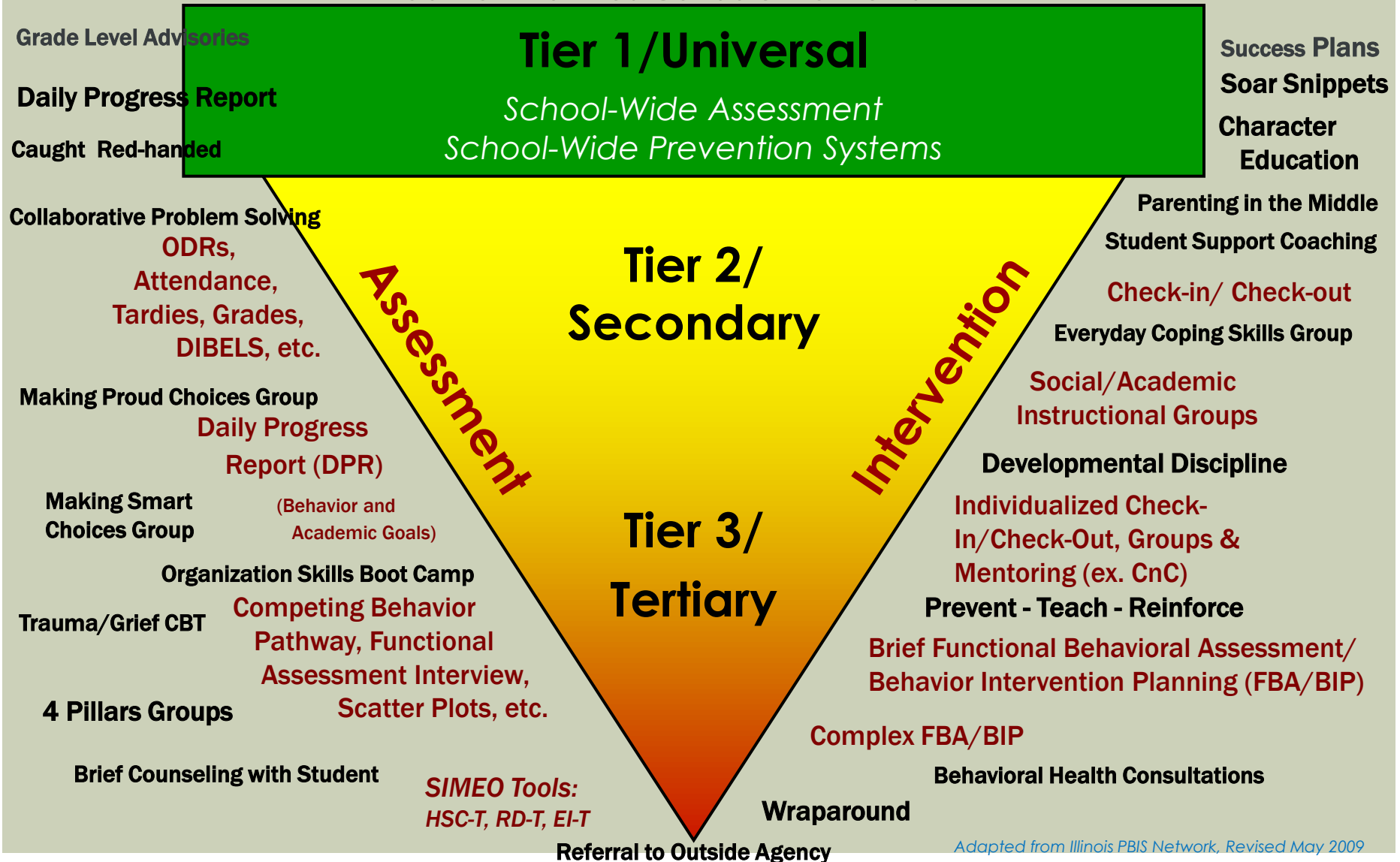
**Increase teacher capacity**

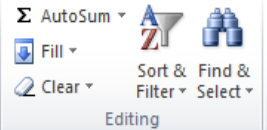
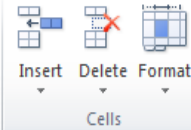
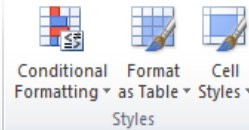
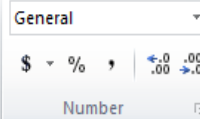
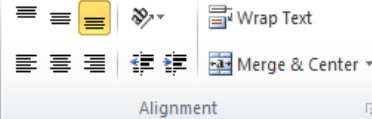
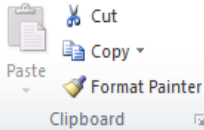
# GUIDING PRINCIPALS OF TRAUMA-INFORMED CARE



# Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model

## Trauma-Informed Schools Framework PD





N8

fx

A

B

C

D

E

F

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H

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K

L

M

N

O

P

**Stanton Middle School**

2013-2014 SY

**Student Support Services - Intervention Matrix**

Student Name	Grade	FBA	BSP	504	PST	CI/CO	MPC	Career Choices	4 Pillars	1-on-1 Counsel	Collab Prob Solv	BHC	Comments
	7					X							
	7								X				
Galley, Jordan Camron	8								X				
Galley, Kevin Cyair	7												
Harlow, Jennifer Lynn	8	X	X			X			X	X	X		
Hell, John Robert	6												
Herry, David	8	X	X			X				X	X		
Blue, Shaundaja S	7							X	X		X		
Blue, Tyshaun T	8								X			X	Outside service provider
Brown, Da'quolne Jamar	8					X					X		
Brown, Nicholas	8												Referred for BHC services
Buoncuore, Michael Dami	8			X						X	X		
Cabrera, Josue	7							X					
Cabrera, Juliana Kathleen	7									X		X	Outside service provider(s)
Carrillo, Ana Teresa	7												Offered Career Choices

Click to add



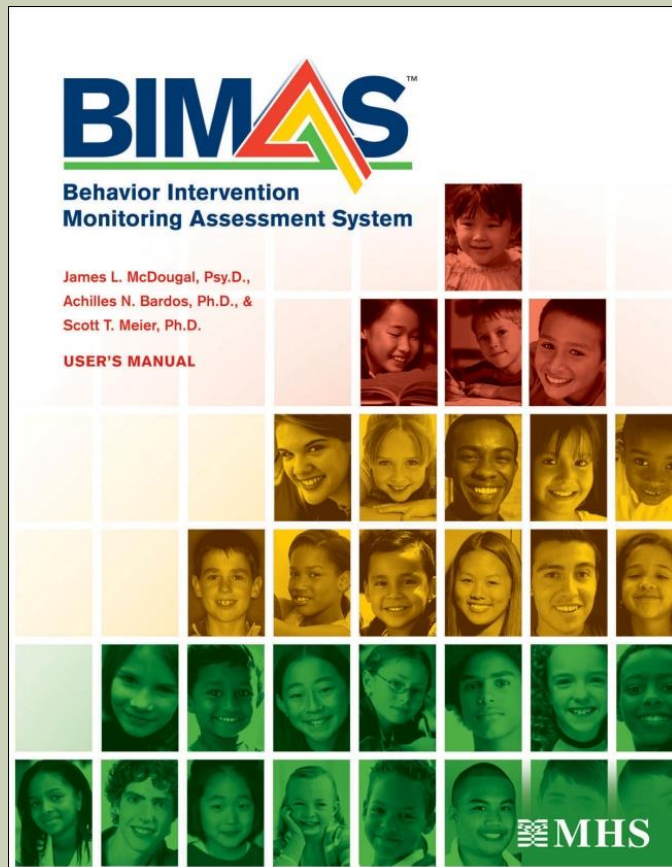
# REDEFINING EARLY IDENTIFICATION

## ■ Multiple Gating Strategy

- Gate #1: CAST A WIDE NET – Ratings of student behavior.
- Gate #2: REFINE THE “CATCH” – Grade-level PLCs rank and prioritize.
- Gate #3: IDENTIFY THOSE MOST VULNERABLE – Observations, interviews, response to interventions.

*(Minke, 2012)*

# BEHAVIOR INTERVENTION AND MONITORING ASSESSMENT SYSTEM



**BIMAS Standard (34 items):**

**Behavioral Concerns:**

**Conduct**

**Negative affect**

**Cognition/attention**

**Adaptive Scales**

**Social**

**Academic functioning**

**BIMAS Flex**

**Additional items in each area**

# DISTRICT AND SCHOOL-WIDE REPORT OPTION

## Risk Level Pyramids BIMAS™—Teacher Standard

Springfield School District  
2010–2011

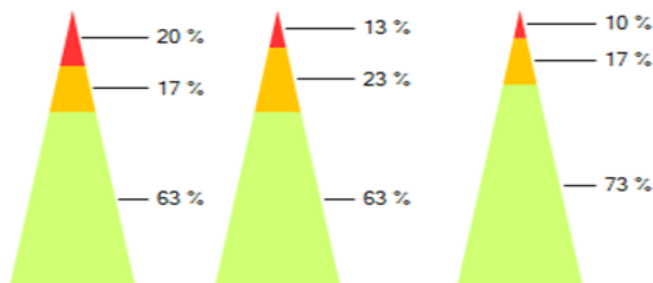
Universal Assessment: 1

Schools Selected: Lincoln Middle School  
MacDonald Elementary  
Rouge Elementary  
Grades Selected: K, 1, 2, 3, 4, 5, 6, 7, 8

**Total For District**  
500 Students

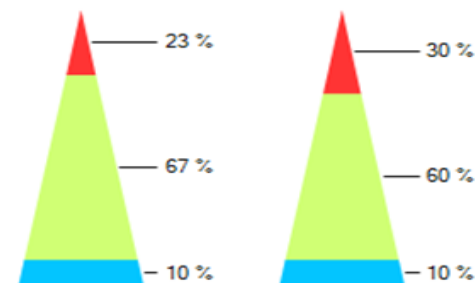
### Behavioral Concern Scales

Percent of Students



### Adaptive Scales

Percent of Students



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	100 (20%)	65 (13%)	50 (10%)	Concern	115 (23%)	150 (30%)
Some Risk	85 (17%)	115 (23%)	85 (17%)	Typical	335 (67%)	300 (60%)
Low Risk	315 (63%)	315 (63%)	365 (73%)	Strength	50 (10%)	50 (10%)
Total	500 (100%)	500 (100%)	500 (100%)	Total	500 (100%)	500 (100%)

# CLASSROOM AND INDIVIDUAL REPORT OPTIONS

## Class/Group Student Scores BIMAS™-Teacher Standard

Springfield School District  
MacDonald Elementary  
2010-2011

Grade: 3, 4  
Class: 4A  
Rater: Mrs. Sally Lopez  
Universal Assessment: 1

Click on student name to view the student's BIMAS Standard Individual Assessment Report for the selected Universal Assessment.

Student Name	Behavioral Concern Scales Higher T-scores indicate MORE concerns.			Adaptive Scales Higher T-scores indicate FEWER concerns.	
	Conduct	Negative Affect	Cognitive/Attention	Social	Academic Functioning
<a href="#">Black, Juliana</a>	56	53	53	43	53
<a href="#">Chan, Christine</a>	54	56	54	49	68
<a href="#">Deppa, Joey</a>	62	70	70	72	53
<a href="#">Evans, Kimberly</a>	56	47	56	47	49
<a href="#">Farrah, Colleen</a>	77	78	58	56	28
<a href="#">Fernandez, Jose</a>	56	50	53	43	49
<a href="#">Fong, Gary</a>	43	56	55	43	53
<a href="#">Klumpp, Heather</a>	74	70	65	36	30
<a href="#">Lola, Joig</a>	67	53	53	43	53
<a href="#">Miller, Daniel</a>	49	47	44	41	61
<a href="#">Nathanson, Andy</a>	68	78	56	45	30
<a href="#">Perez, Susan</a>	56	47	56	47	49
<a href="#">Platt, Ken</a>	56	53	54	43	44
<a href="#">Pratt, Beverly</a>	54	50	51	49	49
<a href="#">Sakamoto, Catherine</a>	56	50	56	43	44
<a href="#">Smith, Janice</a>	54	56	51	45	44
<a href="#">Taylor, Dudley</a>	62	70	65	43	41
<a href="#">Wike, John</a>	47	54	54	47	37
<a href="#">Wright, Ruth</a>	43	53	47	52	49
<a href="#">Young, Mark</a>	56	56	56	52	49
Total in High Risk	2 10 %	5 25 %	1 5 %		
Total in Some Risk	4 20 %	0 0 %	2 10 %		
Total in Low Risk	14 70 %	15 75 %	17 85 %		
Total in Concern				2 10 %	4 20 %
Total in Typical				17 85 %	14 70 %
Total in Strength				1 5 %	2 10 %

Sort by Student Last Name Sort by Student First Name

## Student List by Risk Level BIMAS-Parent Standard™

Springfield District School Board  
Lincoln Middle School  
2009-2010

Universal Assessment: 1  
Grade: K,1,2,3,4,5,6,7,8,9,10,11,12  
Homeroom Class: All  
Filtered by: Service Code  
• Title I

Click on student name to view the student's BIMAS Standard Individual Assessment Report for the selected Universal Assessment.

### Conduct Scale

Prog Monitor = Progress Monitoring

• = Yes • = No

High Risk Group ( T-score = 70+) in Universal Assessment 1		
Universal Assessment 1		
Student Name	T-score	In Prog Monitor
<a href="#">Ahrens, Timothy</a>	77	•
<a href="#">Baker, Juan</a>	84	•
<a href="#">Barrera, Shirley</a>	81	•
<a href="#">Booth, Sofia</a>	83	•
<a href="#">Gimora, Martha</a>	80	•
<a href="#">Goldsmith, Lavinia</a>	89	•
<a href="#">Hurd, Scott</a>	87	•
<a href="#">Leon, Heather</a>	87	•
<a href="#">Mills, Lu</a>	82	•
<a href="#">Monroe, Edwin</a>	83	•
<a href="#">Oakes, John</a>	78	•
<a href="#">Sedlack, Michelle</a>	83	•
<a href="#">Turner, Raphael</a>	79	•
<a href="#">Wood, Damon</a>	79	•

Some Risk Group ( 60 < T-score < 69) in Universal Assessment 1		
Universal Assessment 1		
Student Name	T-score	In Prog Monitor
<a href="#">Briscoe, Billy</a>	67	•
<a href="#">Murphy, Colleen</a>	62	•
<a href="#">Rodriguez, Darrell</a>	62	•
<a href="#">Rose, James</a>	66	•
<a href="#">True, Walter</a>	65	•

Low Risk Group ( T-score < 60) in Universal Assessment 1		
Universal Assessment 1		
Student Name	T-score	In Prog Monitor
<a href="#">Baldwin, Peter</a>	31	•
<a href="#">Beasley, Robert</a>	30	•
<a href="#">Bednarz, Reginald</a>	41	•
<a href="#">Bernier, William</a>	49	•
<a href="#">Bothwell, Joel</a>	58	•
<a href="#">Boucher, Barbara</a>	52	•
<a href="#">Brown, Jeffrey</a>	44	•
<a href="#">Brubaker, Daniel</a>	58	•
<a href="#">Buckner, Gerald</a>	37	•
<a href="#">Butcher, Margaret</a>	40	•
<a href="#">Campbell, Richard</a>	49	•
<a href="#">Campbell, John</a>	44	•

# MEASURING EFFECTIVENESS

- Strengthening teachers' toolboxes
- Daily progress reports and CICO data
- Post PD teacher surveys
- Student and teacher personal stories
- Attendance, grades, ODRs, ISS and OSS
- Identify outcomes versus outputs to document successes

# FUTURE DIRECTIONS

- Continued skills training for team and PD for school.  
\*Wired Differently, Innovative Counseling Skills and Chaos to Classroom Management
- Enhanced identification and data collection strategies.
- Increase repertoire of interventions.
- Continue classroom management and school climate improvement strategies.
- Use evidence-based curriculum for intervention groups or develop local norms.
- Employ more systematic implementation of interventions, progress monitoring.
- Evaluate effectiveness of interventions for specific behavior challenges, social validity.
- Use the screening data to develop a logic model that would support the district social index.
- Implementation of study circles, book discussions.