Growing the Good:

Strategies for Integrating Trauma-Informed Practices Within a PBIS Framework

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Brandywine School District

Who is In Our Community Garden Today

- Background
  - Understanding of ACES
  - Gardening
- Our Gardners
- SLIDES and RESOURCES at **delawarepbs.org**

What fundamentally sustains us?

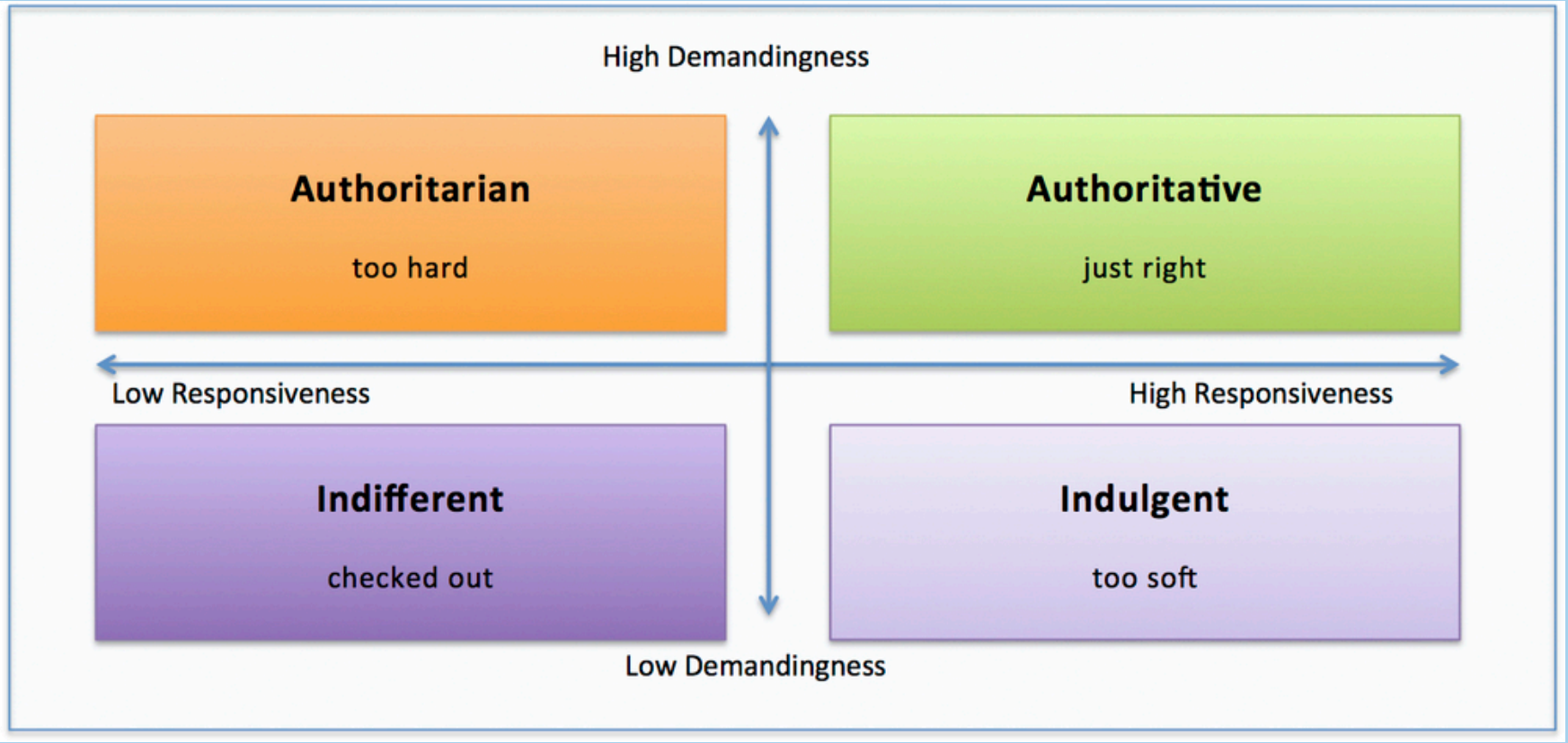
LEEKS
CARROTS
CABBAGE

You need…

a place to grow and you have to tend that location.

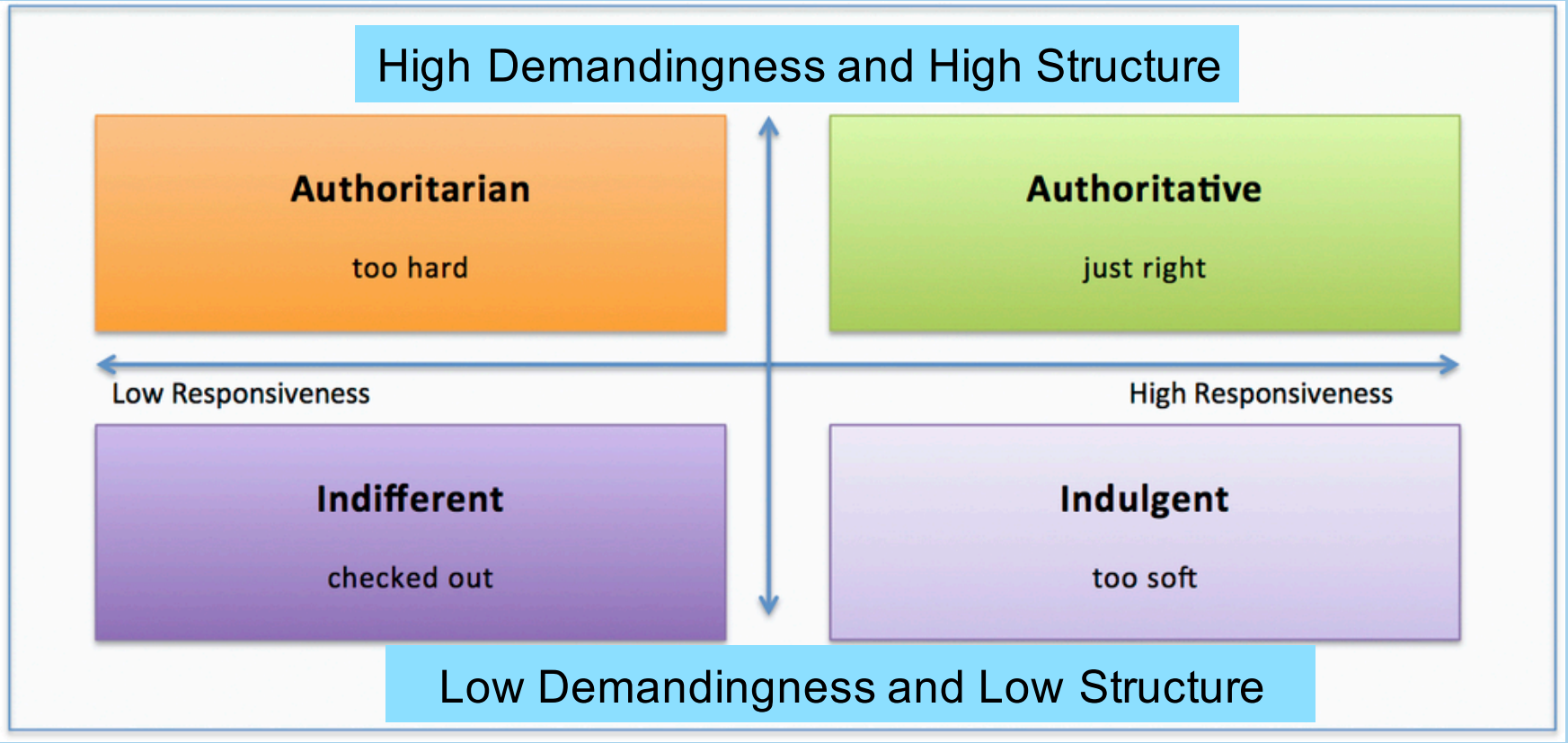
Structure
And
Attention

Structure & Attention Works for People, Too!



Visual from Divecha (2015, see http://www.developmentalscience.com)

Structure & Attention Works for People, Too!



Visual adapted from Divecha (2015, see http://www.developmentalscience.com)

Structure

Sunflower
Lettuce (Leaf)
Spinach
Pumpkin
Dill
Basil
Carrot
Onions (Green)
Marigold
Tomato
Cabbage (Summer Red)
Cucumber
Pepper
Eggplant
Beans (Bush Snap)
Peas
Marigold

The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies.

PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

- The Technical Assistance Center on PBIS (2017, https://www.pbis.org/)

Positive Behavior Support
Social Competence & Academic Achievement
OUTCOMES
SYSTEMS
DATA
PRACTICES
Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

National Technical Assistance Center PBIS

- 20 years of federal funding
- Over 26,000 U.S. schools implementing with fidelity
- All 50 states & territories
- Over 30 country partnerships

- Lewis (2018)

Responsiveness

Social Emotional Learning…

SEL is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.

- *Collaborative for Academic, Social and Emotional Learning (CASEL, 2019)*

Trauma…

Interrupts the ability of children and adults to learn and manage these skills. For this presentation, we are talking about Adverse Childhood Experiences (ACES).

Trauma Related to Students As Defined in Delaware…

ACEs can include:

- physical, emotional, or sexual abuse;
- physical or emotional neglect;
- household dysfunction, including substance abuse, untreated mental illness, or incarceration of a household member;
- domestic violence;
- and separation/divorce involving household members….

(https://news.delaware.gov/2018/10/17/governor-carney-signs-executive-order-making-delaware-trauma-informed-state/)

Trauma Related to Students As Defined in Delaware…

….We know that many of the children and families in Delaware have experienced trauma and toxic stress in their lives.

….We also know, based on years of research, that exposure to toxic stress can actually impact a child's brain development and has been linked to higher rates of physical, social and emotional issues in adulthood.

(https://news.delaware.gov/2018/10/17/governor-carney-signs-executive-order-making-delaware-trauma-informed-state/)

Trauma…

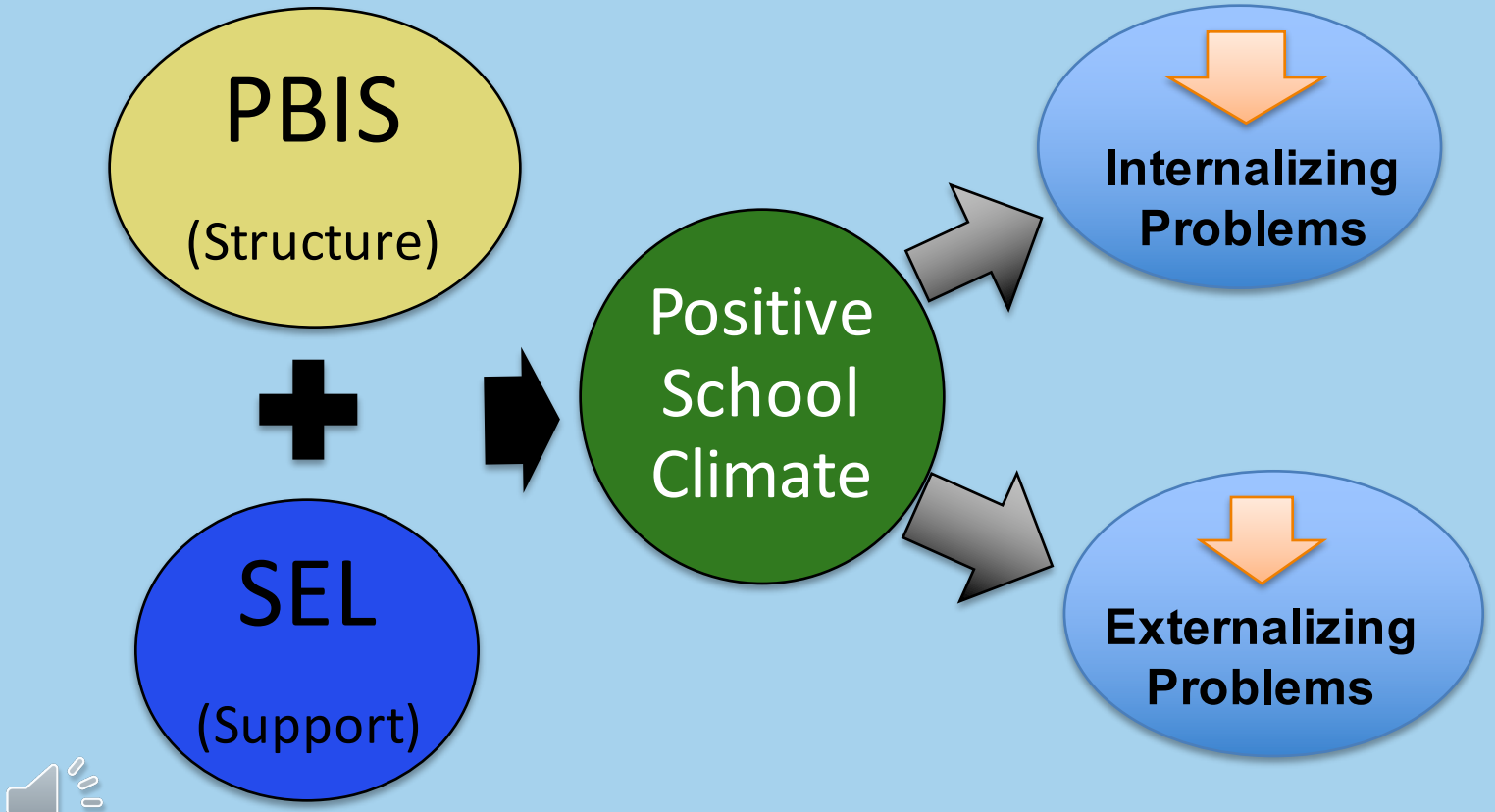
Ultimately, what determines how children survive trauma, physically, emotionally, or psychologically, is whether the people around them

– particularly the adults they should be able to trust and rely upon

– stand by them with love, support and encouragement.

- Bruce Perry and Maia Szalavitz (2006, p.5)

Model for Prevention (and Building Resiliency)



(Adapted from Sara Whitcomb and DE-PBS, .n.d.)

How Do We Integrate/Align?

- Identify key components of each intervention or approach
- Identify areas that share common aims, goals, and practices
- Identify differences in key components and decide if these can enhance one another or should be modified or negotiated

(Sara Whitcomb and DE-PBS, .n.d.)

Recommendations for Integrating PBIS & SEL

Whitcomb and DE-PBS (n.d.) - Adapted from Bradshaw et al. (2014)

1. Commit to Coordinated Implementation of PBIS & SEL
2. Obtain Staff/Community Buy-In
3. Engage Stakeholders to Form a Team
4. Develop a Shared Vision for Integrated Model
5. Conduct a SWOT Analysis
6. Use Data to Identify and Select Programming
7. Create an Integration Action Plan
8. Use data to evaluate programming

Brandywine Case Study

Strategies for Integrating Trauma-Informed Practices Within a PBIS Framework

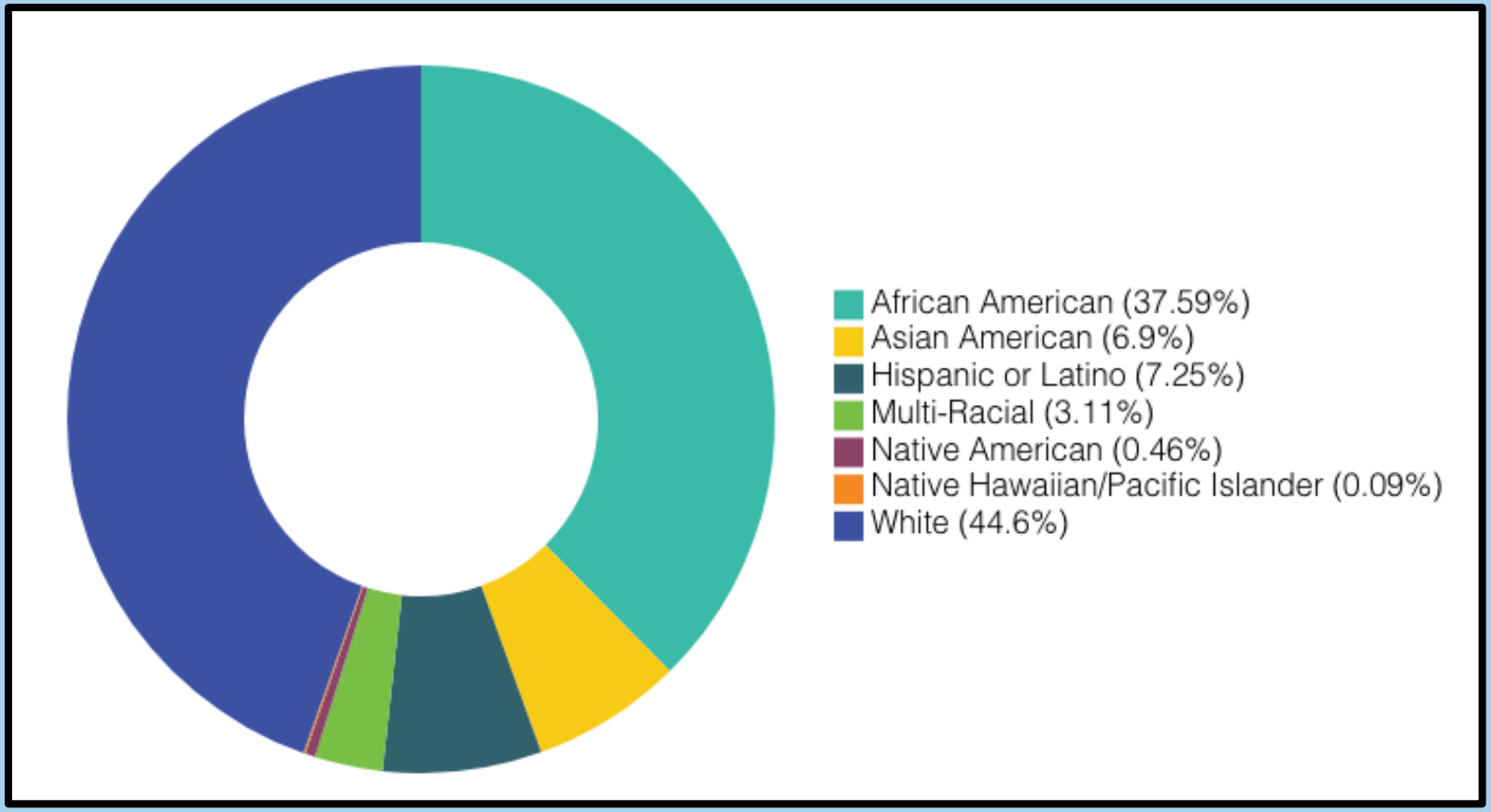
Brandywine Case Study

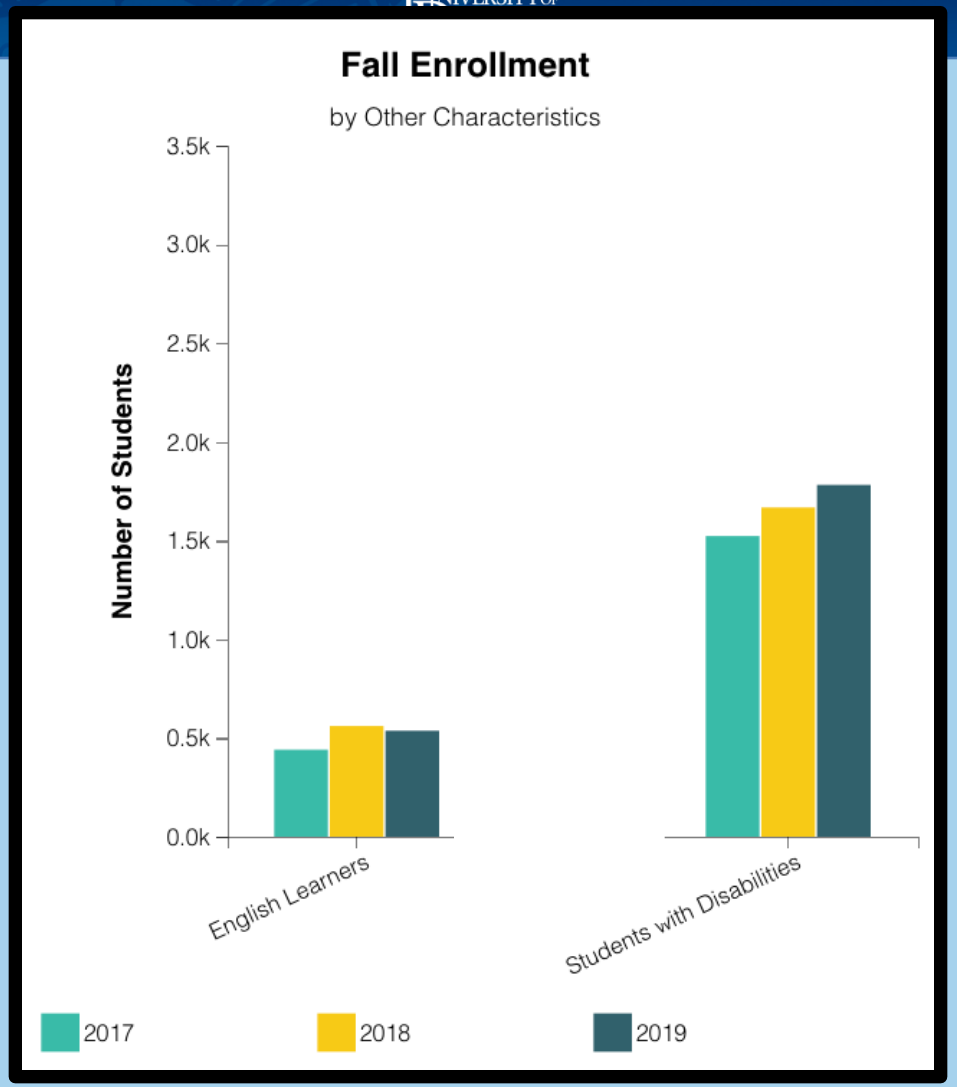
Structure

- 16 schools (16)
- 10,470 students, 734 teachers
- Race and SES demographics (DOE website)

Attention

- Related Strategic Goals
- Existing discipline trends
- Existing/emerging SES/poverty trends
- Existing equity discussions


African American (37.59%)
Asian American (6.9%)
Hispanic or Latino (7.25%)
Multi-Racial (3.11%)
Native American (0.46%)
Native Hawaiian/Pacific Islander (0.09%)
White (44.6%)

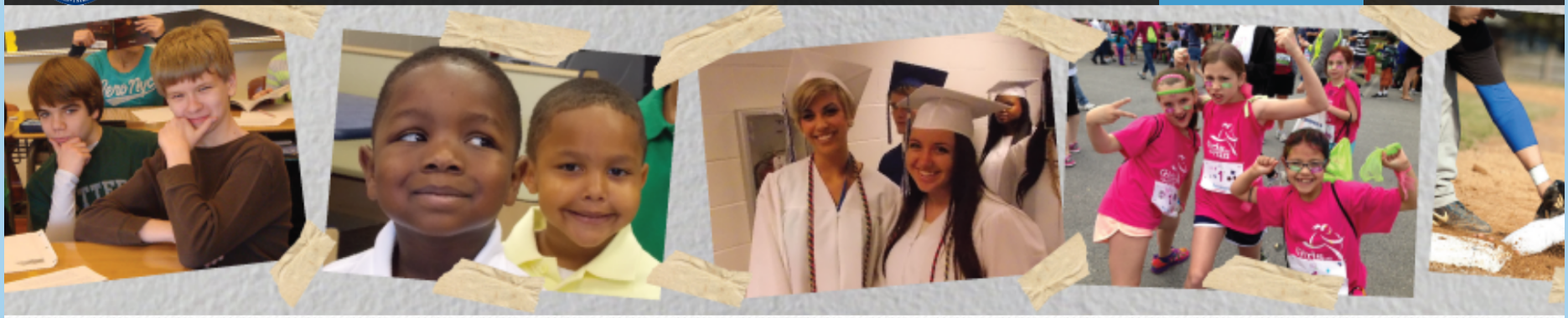

Fall Enrollment
by Other Characteristics
Number of Students
3.5k
3.0k
2.5k
2.0k
1.5k
1.0k
0.5k
0.0k
English Learners
Students with Disabilities
2017
2018
2019

Why Children From Fragile Families Matter (Report Excerpt)

- 49% of the student in Brandywine are children from fragile families (economically disadvantaged)
- “We have a sacred and moral obligation to education all children?”
- “We are their best hope for a successful future.”

Brandywine Success Plan

HOME | DISTRICT GOALS | DEFINITIONS



GOAL 1

High Quality Comprehensive Instructional Programming for All Students

GOAL 2

District Innovation Guided by Needs of the 21st Century Learner

GOAL 3

Purposely Designed, Safe, Healthy Learning Environments

GOAL 4

21st Century Professionals Providing Outstanding Customer Service and Leadership

GOAL 5

Maintain Fiscal Responsibility and Demonstrate Trustworthy Stewardship

•Strategy 3.1

Provide a **safe and healthy learning and working environment** to maximize student learning.

- **Strategy 3.3**

Empower all students to develop **character, compassion, civility, and community consciousness.**

- **Strategy 3.3**

Activities

- **Critically review** each school's **behavior support program** to determine effectiveness of **proactive character development and behavior modification through discipline data analysis.**

- **Develop a core District team** to be trained in implementation of **proactive, restorative discipline programs such as No Bully System, Positive Behavior Interventions and Support (PBIS), Responsive Classroom.**

- **Strategy 3.3 (CONT)**

- **Research and implement a Compassionate School model** in all sixteen schools as a means of wrap around support for students identified as having a physiological barrier to learning caused by the toxic stress of severe and chronic trauma.

- Work collaboratively with school's Wellness Centers in the development of a **District Wellness Policy that supports the academic, social and emotional development of the whole child.**

Additional Activities at the School Level

Our Big Timeline

March 2014 – February 2019

Year 1: Introducing to topic (3 mos)

Year 2: Exploring the need for change

Year 3: Partnering for a cause

Year 4: Getting more intentional

Year 5: Getting more systematic

SY #1 (2013-2014) Spring 2014

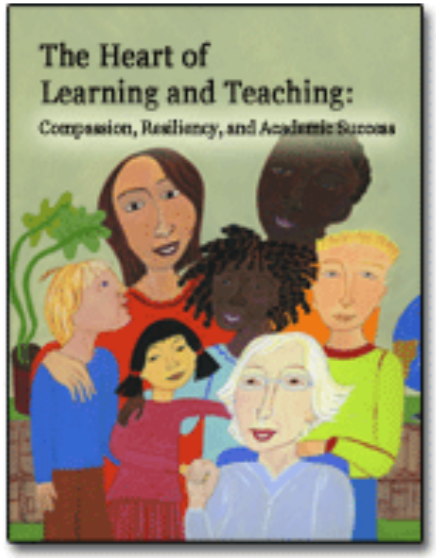
District explored foundational need for trauma-informed schools

Outside statistician:

- Could more easily define trends of concern
- Could quantify differences

SY #1 2013-2014 Communication with Schools

- Spring 2014
- 1- Day Districtwide Professional Development
  - Guidance Counselors
  - Psychologists
  - Social Workers



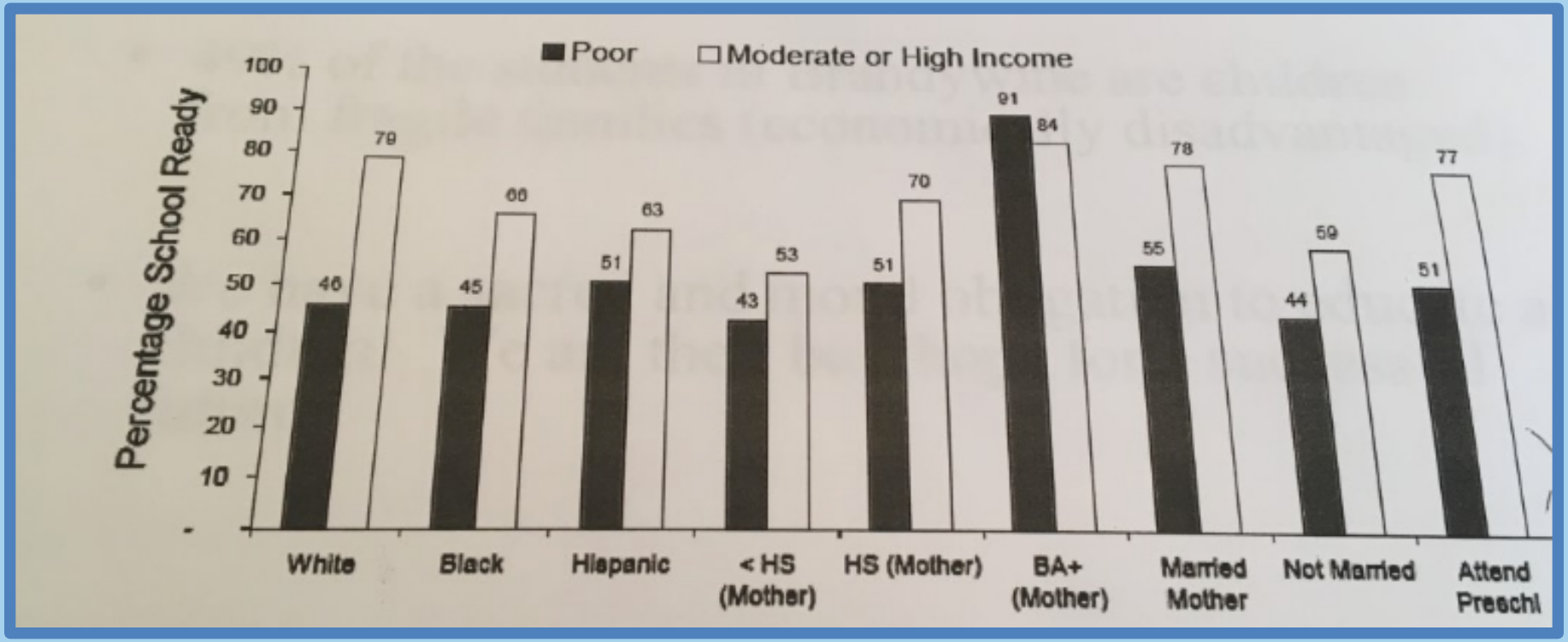
The Heart of Learning: Compassion, Resiliency, and Academic Success

SY #2 2014-2015 Summer 2014

The Need for Thinking and Doing Differently…

- 10,470 Total Population
- Students from economically disadvantaged families are the fastest growing population in Brandywine
  - Over a 4 year period the increase was approximately 1,500 students
  - Trend data shows a 3.5% increase each year
- Significant increase in the number of students with disabilities in Brandywine identified with classifications Other Health Impaired and Emotional Disability
- At-Risk Composite 73/100
  - Low Income 32%
  - Special Education 14%
  - ELL 6%
  - African American 38%
- Delaware has seen significant growth in students from economically disadvantaged families
  - ~17% increase in children under 18 years of age on public assistance (Family of 4 <$37,000 annually)
  - ~3% increase in children under 18 years of age living in poverty (Family of 4 <$24,000 annually)
  - ~2% increase in children under 18 years of age living in extreme poverty (Family of 4 <$12,000)

Data Was the Catalyst



SY #2 2014-2015 Activities

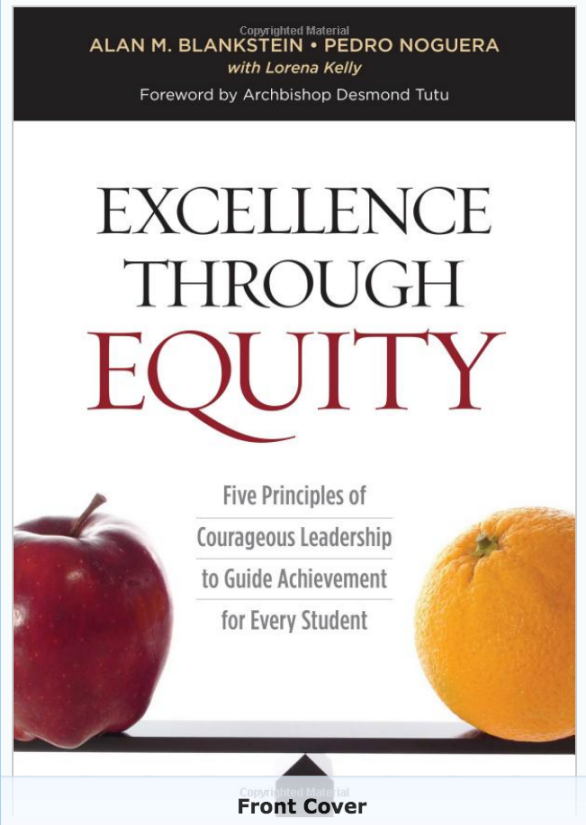
U.S. Department of Education

School Climate
Transformation Grant
Momentum

SY #3: 2015-2016 SY

SY #3: 2015-2016 School Activities

- Summer and Fall 2015 Kick-Off
  - *Excellence Through Equity*
    - *Administrator(s)*
    - *Deans*
    - *Psychologists*
    - *Social Workers*
    - *Counselors*



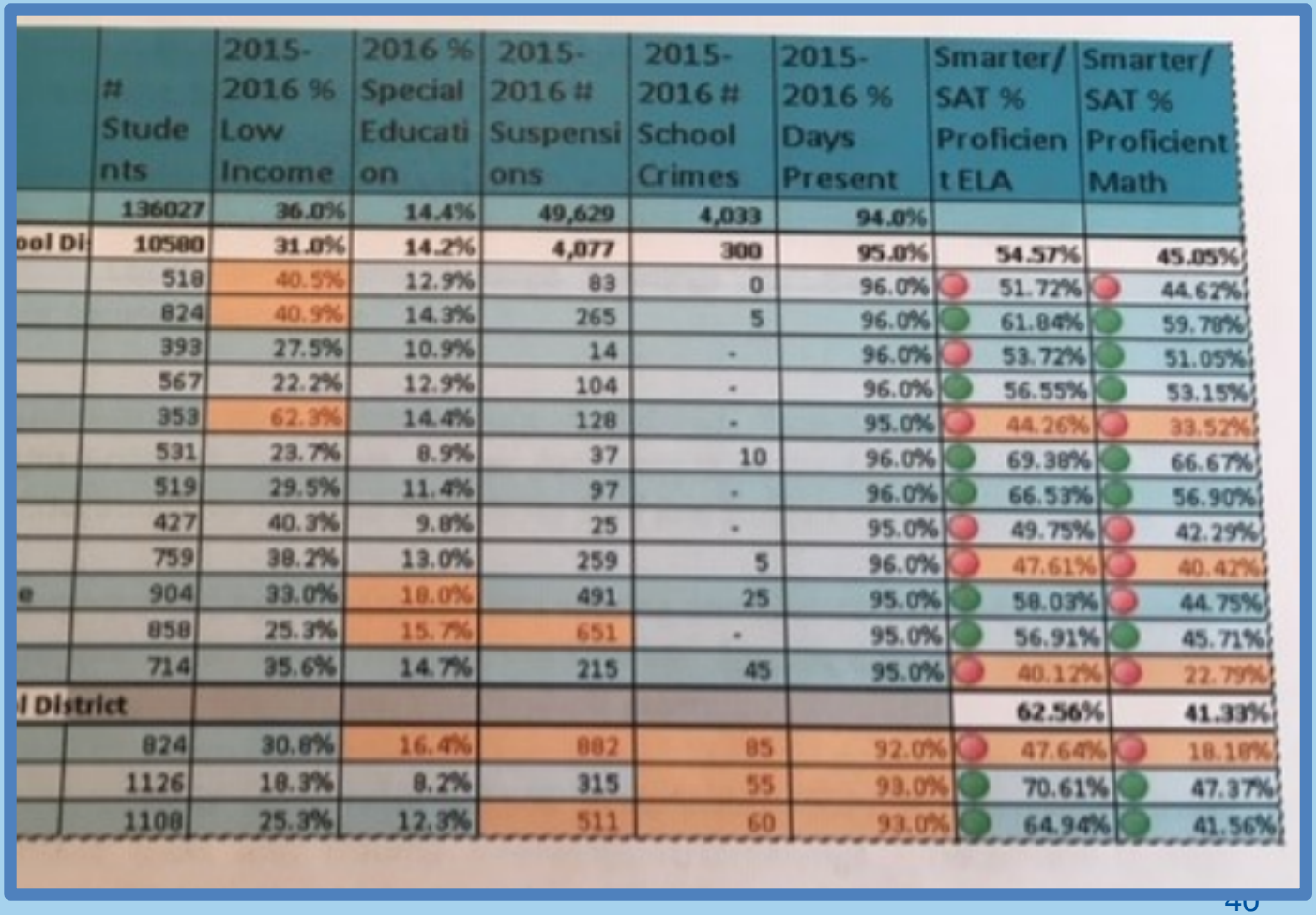
Front Cover

SY #3: 2015-2016 SY

- FALL: Establish a shared initiative to start staff PD and activities around becoming a trauma informed district via 2 MOUs
  - Included
    - BSD (access to the schools)
    - Compassionate Schools Collaborative (provided PD/content)
      - Delaware Courts/Office of the Child Advocate
      - Children and Families First
      - Delaware Children's Department
      - Nemours Hospital/Health Care
    - DE-PBS Project (guidance for implementation MTSS framework)

Additional Data

- Foster Care Involvement
- Discipline Data
- Attendance Data
- School Crimes
- SAT proficient



	# Students	2015-2016 % Low Income	2016 % Special Education	2015-2016 # Suspensions	2015-2016 # School Crimes	2015-2016 % Days Present	Smarter/ SAT % Proficient ELA	Smarter/ SAT % Proficient Math
	136027	36.0%	14.4%	49,629	4,033	94.0%		
ool Di	10580	31.0%	14.2%	4,077	300	95.0%	54.57%	45.05%
	518	40.5%	12.9%	83	0	96.0%	51.72%	44.62%
	824	40.9%	14.3%	265	5	96.0%	61.84%	59.78%
	393	27.5%	10.9%	14	-	96.0%	53.72%	51.05%
	567	22.2%	12.9%	104	-	96.0%	56.55%	53.15%
	353	62.3%	14.4%	128	-	95.0%	44.26%	33.52%
	531	23.7%	8.9%	37	10	96.0%	69.38%	66.67%
	519	29.5%	11.4%	97	-	96.0%	66.53%	56.90%
	427	40.3%	9.8%	25	-	95.0%	49.75%	42.29%
	759	38.2%	13.0%	259	5	96.0%	47.61%	40.42%
e	904	33.0%	18.0%	491	25	95.0%	58.03%	44.75%
	858	25.3%	15.7%	651	-	95.0%	56.91%	45.71%
	714	35.6%	14.7%	215	45	95.0%	40.12%	22.79%
l District							62.56%	41.33%
	824	30.8%	16.4%	882	85	92.0%	47.64%	18.18%
	1126	18.3%	8.2%	315	55	93.0%	70.61%	47.37%
	1108	25.3%	12.3%	511	60	93.0%	64.94%	41.56%

SY #4-6 2016-2018 School Activities

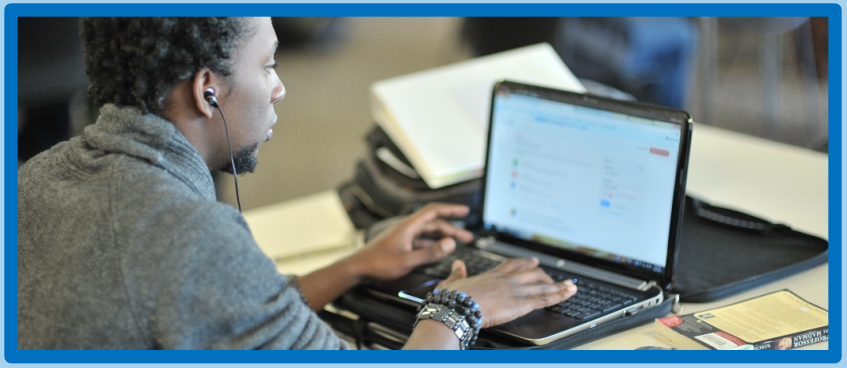
- Onsite PD Series (Start Summer 2016)
  - TOPICS:
    - Brian Architecture Game (Introduction to Adverse Childhood Experiences)
    - Toxic Trauma and the Impact on the Brain
    - Importance of Educator Self-Care
  - METHODS:
    - Afterschool (Faculty Meetings, Collaborative presenters) - Mandatory
    - Saturdays (DSEA) - Voluntary
    - Summer (Collaborative, DSEA, DE-PBS Project) - Voluntary

SYs #4-6 2016-2018 Onsite PD Series

- Brian Architecture Game (Introduction to Adverse Childhood Experiences)
  - 75%
- Toxic Trauma and the Impact on the Brain
  - 44%
- Importance of Educator Self-Care
  - 56%

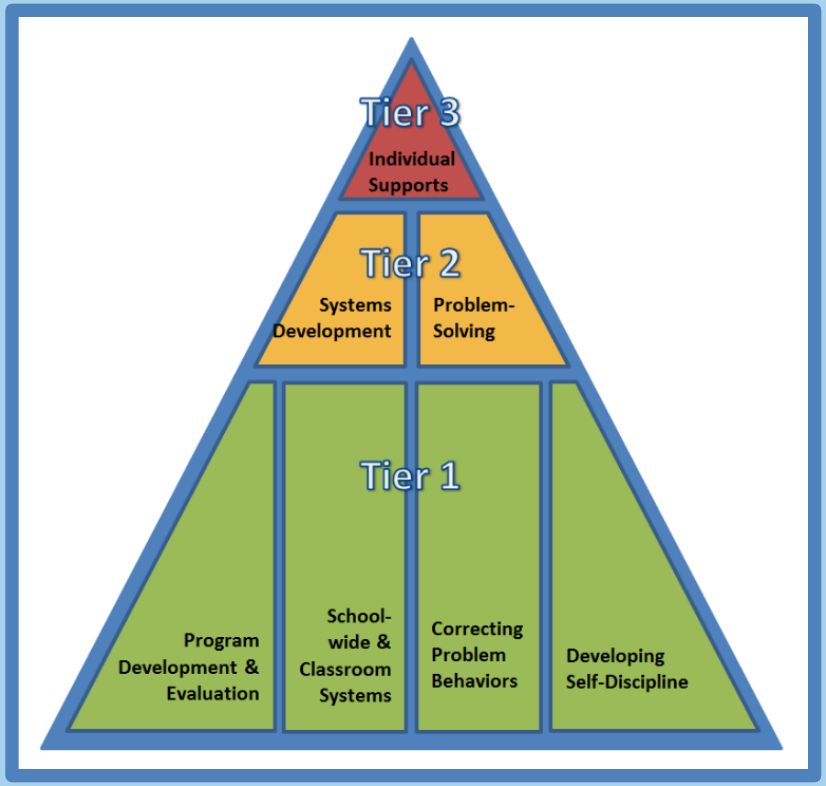
SYs #4-6 2016-2018 Onsite PD Series

- Online PD Series – Schoology Electronic Platform
  - TOPICS:
    - Homelessness in Delaware
    - - 79 %
    - Our Fragile Children (Poverty and Disabilities)
    - - 42 %
  - METHODS:
    - Anytime (Voluntary)



SY #4: 2016-2017 District Activities

- Districtwide (August 2016)
  - Community Mental Health for Struggling Students
    - All staff, district-wide
    - Some linkage to trauma
- District-Level Decision
  - Trauma-Related Data Questions Asked in conjunction with the Delaware School Climate Survey (Fall 2016)
- Districtwide Compassionate Schools Meeting (February 2017)
  - Administrators
  - Compassionate School Pre- Training Readiness Assessment
- Collected MTSS Landscape ("Therapeutic Survey")



School Climate Team Questionnaires

- Members?
- Meeting Times?
- Governance of Climate Efforts?
- Vision?
- Strategic Alignment?
- Schoolwide/Tier 1 Focus?
- Strategies at Tier 1, 2 and 3?

SY #4: Related 2016-2017 District Activities

- Support Staff: NASP Suicide Prevention
- Refresher for District Team: Crisis Response using the PREPaRE Model
- Onsite PD programming continued with strong participation
  - The inclusion of MTSS language in trauma-related trainings
- Trauma-related staff survey # 1 (8 questions)

Sample Survey Questions

Likert Response Scale:

To a great extent …To some extent … To a small extent … Not at all

Sample of the 8 questions asked:

- At this school, students' exposure to traumatic or adverse events negatively impacts their ability to learn.
- I received training on trauma and adversity and its impact on students.
- When students experience traumatic or adverse events, there is a process to inform staff.

SY #4: Related 2016-2017 School Activities

- Tier 1 Mindfulness Training
  - Staff
  - Student
  - Families
  - Trail
  - Be Calm (SW Expectation)

SY #5: Related 2017-2018 District Activities

- Trauma-related staff survey # 1
  (changed to 10 questions)

- District Support Meeting – Attempt #1
  (new district leadership)

Sample Survey Questions

Likert Response Scale:

To a great extent …To some extent … To a small extent … Not at all

The 2 new questions asked:

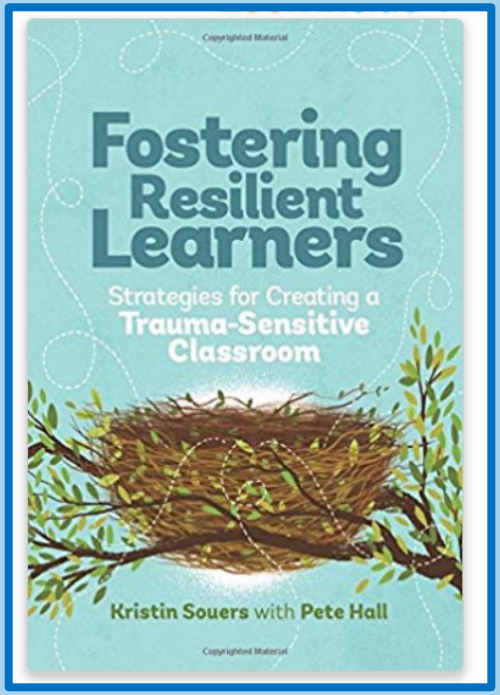
- I feel comfortable helping students who are experiencing traumatic or adverse events.
- I feel that my school provides support to me in helping students who are experiencing traumatic or adverse events.

1 question dropped:

- This school supports the positive well-being of staff.

SY #5: Related 2017-2018 School Activities

- **More school-specific Tier 1 programming**
  - School, pastor and police neighborhood walks
  - Summer symposium (application process, partnership with Collaboration)
  - Mindfulness training in schools
  - Team TRUST book study, Schoology blog, peer-peer support
  - *Riley The Brave*



SY #5: Related 2017-2018 School Activities

- **More school-specific Tier 1 programming (Spring 2018)**
  - Visit Strong MTSS Model School (Spring 2018)
    - Reintegration for fighting (restorative justice)
  - "Neighborhood Walk" once per month Friday after school walk in city community neighborhood – partnering with local police and pastor

SY #6: 2018-2019 District Activities

- **July 2018 Weeklong Administrator Retreat**
  - MTSS
  - Equity Conversations
  - Mindfulness Practices (continued during the SY)

SY #6: 2018-2019 School Activities

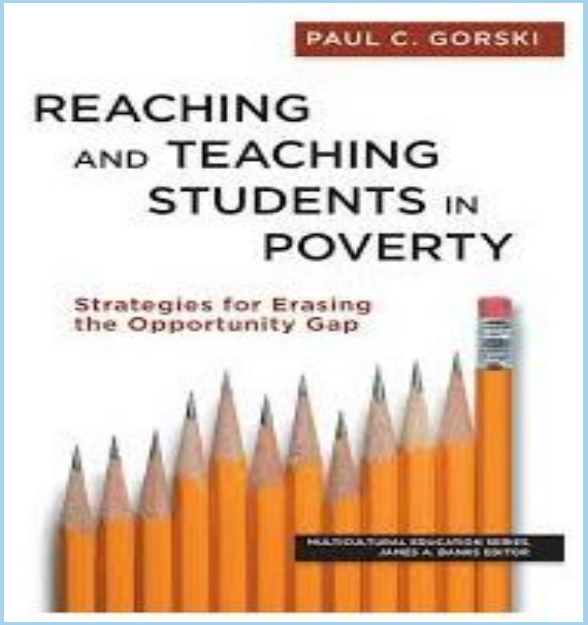
- **Summer 2018 PD for Teachers**
  - District-led PD workshops
    - CBITS/Bounce Back, Character Climb, Seasons of Respect
    - Ending the Silence
    - Mindfulness
    - Sandy Hook Promise
  - *Riley The Brave*

SY #6: 2018-2019
2 Day FALL KICK OFF Districtwide Activities

- Equity presentation by Paul Gorsky

  – "Reaching and Teaching Students In Poverty"

- All secondary staff



SY #6: 2018-2019

2 Day FALL KICK OFF Districtwide Activities

BSD "DAY OF HOPE" (PART 1)

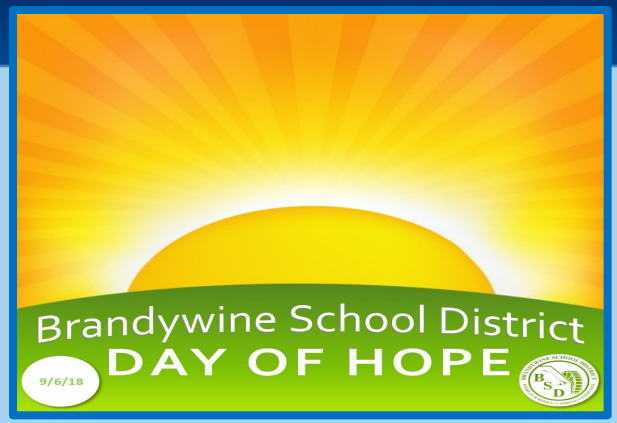
Full day into evening events for teachers, students, families

"MINDING YOUR MIND" – youth speaker who experienced mental health issues

Sandy Hook Promise Trainings – facilitated in buildings (SOS, SAY SOMETHING, START WITH HELLO)

SY #6: 2018-2019

2 Day FALL KICK OFF Districtwide Activities



BSD "DAY OF HOPE" (PART 2)

FALL KICK OFF PD: All Elementary Staff showing of the film RESILIENCE – followed by a panel discussion with community stakeholders

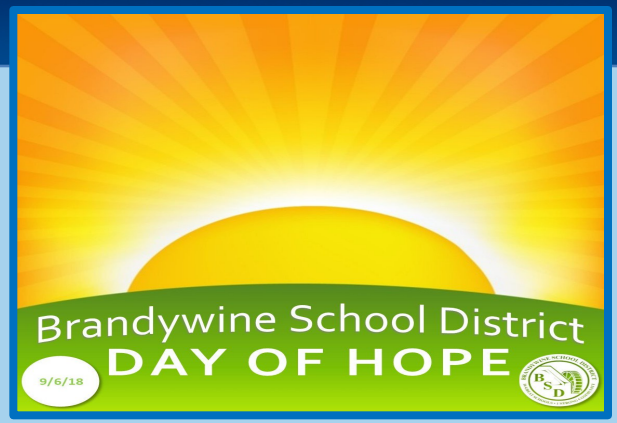
Tier 1: Elementary Teacher, Nurse, School Psychologist

Tier 2: Local Pastor who provides mentoring, Child Psychologist from Children's Hospital, Community Mindfulness Instructor

Tier 3: Therapist from Children's and Families Organization

SY #6: 2018-2019

2 Day FALL KICK OFF Districtwide Activities



- **Evening event for families**
  - Highlighting events of the day
  - Inspirational youth speaker
  - Representatives from Community Resources

SY #6: 2018-2019 Districtwide Activities

NEW TEACHER Orientation:

- Intro to Compassionate School model
- Mindfulness
- Self-Care for Educators

SY #6: 2018-2109 School Activities

Compassionate Schools Collaborative Test Lab Grants:

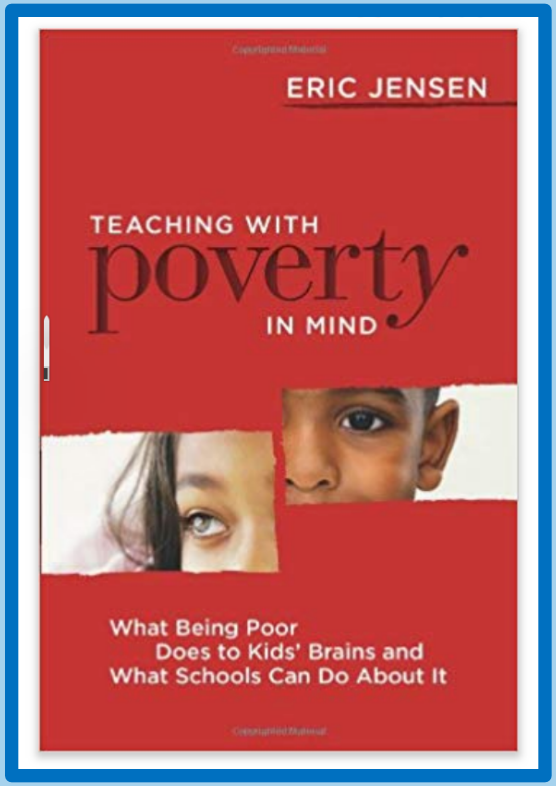
8 BSD teachers invited by invitation after submitting a readiness application. Technical support/training offered.

The Lab grants were for:

- CALM CORNER
- DRUM CIRCLE
- REGULATION ZONES
- ReVIBE
- QIGONG

SY #6: 2018-2109 School Activities

Book Studies Continue…



Tier 1 Intervention with Staff and peer modeling of approach strategies:

- Approaching students with self-regulation in mind
- Providing choices and ensuring consistent first responses

SY #6: 2018-2019 District Activities

4 Day Restorative Practices Training with IIRP

- 45 key staff trained, including outside agency partners
- Conversations being planned to discuss alignment with other Initiatives and Implementation

SY #6: 2018-2019 District Activities

TIER 1 AND TIER 2 Team Leader and Administration PLC

- All schools
- Paid leadership buildings and programming funds
- Will be part of the integration/alignment messaging

Vibrant Garden of Activities

The Garden of Reality!

Lessons Learned

Integration Has to Be Purposeful

Collaborative Relationships Need to be Built

Vocabulary Matters

Administrative Support and Consistency is Critical

Tools Are Helpful

BOTTOM LINE: BE INTENTIONAL & STRATEGIC

Lessons Learned

Integration Has to Be Purposeful

Collaborative Relationships Need to be Built

Vocabulary Matters

Administrative Support and Consistency is Critical

Tools Are Helpful

BOTTOM LINE: BE INTENTIONAL & STRATEGIC

Collaborative Relationships Need to be Built

UNIVERSITY of DELAWARE
College of Education & Human Development

Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

dsEa
Delaware State Education Association

Nemours
Alfred I. duPont Hospital for Children

children & FAMILIES first
cffde.org

BRANDYWINE SCHOOL DISTRICT
BSD
16 GREAT SCHOOLS • 1 STRONG COMMUNITY

THE ANNIE E. CASEY FOUNDATION

GREAT SEAL OF THE STATE OF DELAWARE
1704 • 1776 • 1787

Office of the
Child Advocate

Collaborative Relationships Need to be Built

THE ANNIE E. CASEY FOUNDATION

Office of the **Child Advocate**

The folks who have the content related to trauma and brain science.

Collaborative Relationships Need to be Built

Delaware State Education Association

Brandywine School District

Delaware Department of Education

The folks who make structural decisions.

Collaborative Relationships Need to be Built

Nemours
Alfred I. duPont Hospital for Children

Our Name Is Our Promise
children & FAMILIES first
cffde.org

The folks who have the community perspective

Collaborative Relationships Need to be Built

The folks who can provide technical assistance related to implementation science and MTSS through the PBS methodology.

UNIVERSITY of DELAWARE
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Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

BRANDYWINE SCHOOL DISTRICT
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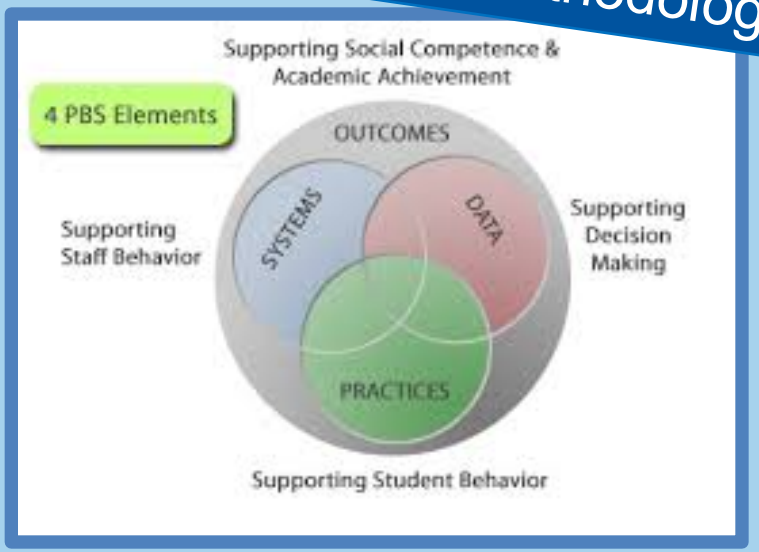
16 GREAT SCHOOLS • 1 STRONG COMMUNITY

Delaware Department of Education



Collaborative Relationships Need to be Built

Delaware State Education Association

Nemours
Alfred I. duPont Hospital for Children

Our Name Is Our Promise
children & FAMILIES first

BRANDYWINE SCHOOL DISTRICT
BSD
16 GREAT SCHOOLS • 1 STRONG COMMUNITY

THE ANNIE E. CASEY FOUNDATION

Delaware Delaware.gov

Office of the Child Advocate

Lessons Learned

Integration Has to Be Purposeful

Collaborative Relationships Need to be Built

Vocabulary Matters

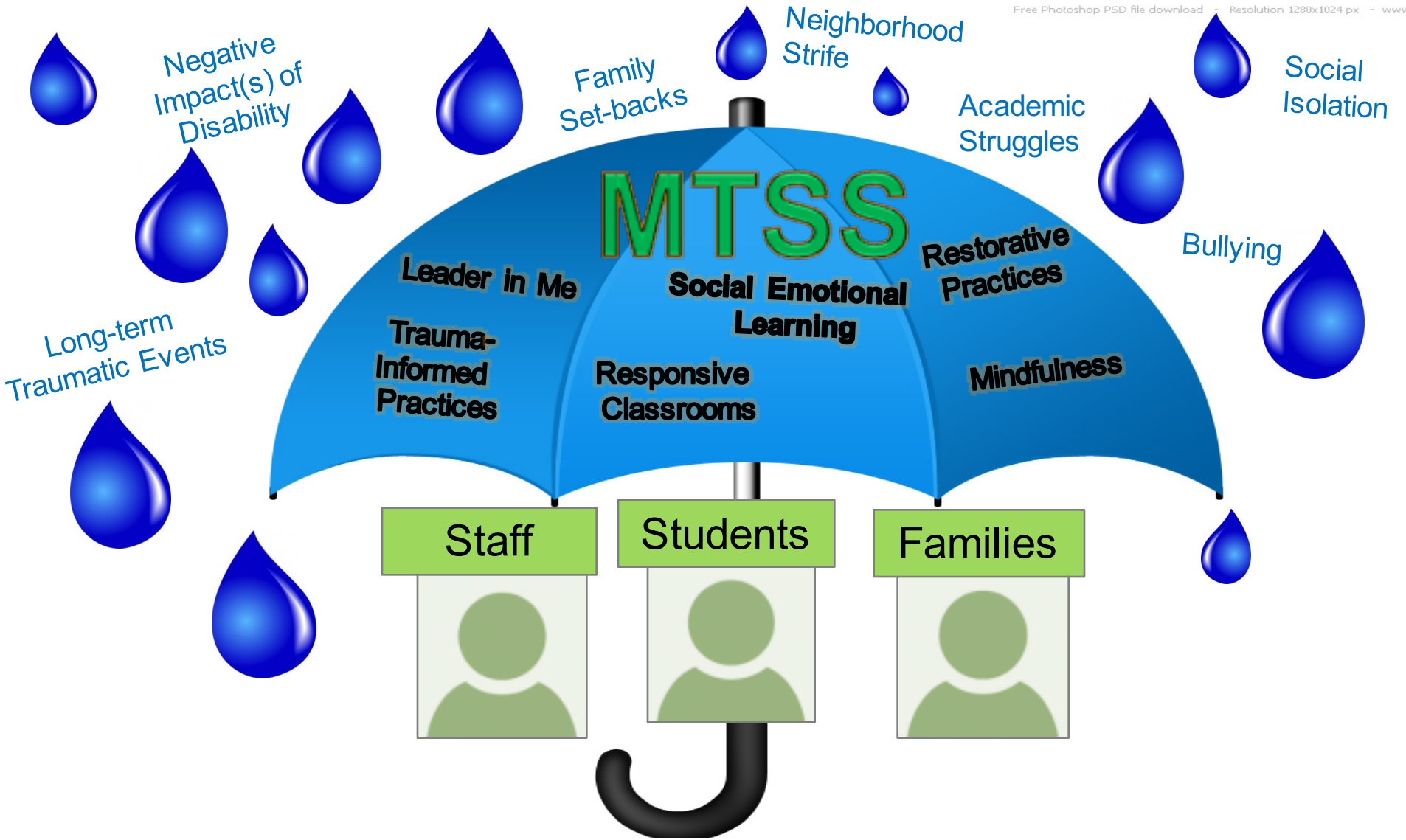
Administrative Support and Consistency is Critical

Tools Are Helpful

BOTTOM LINE: BE INTENTIONAL & STRATEGIC

Vocabulary Matters

- ***Framework***
  - ***Positive Behavior (Intervention) Support***
  - ***Multi-Tiered System of Support for Behavior***
- ***Lens***
  - ***Trauma-Aware***
  - ***Trauma-Sensitive***
  - ***Trauma-Responsive***
  - ***Trauma-Informed***


Free Photoshop PSD file download - Resolution 1280x1024 px - www.psdgraphics.com
Negative Impact(s) of Disability
Family Set-backs
Neighborhood Strife
Academic Struggles
Social Isolation
Bullying
Long-term Traumatic Events
MTSS
Leader in Me
Trauma-Informed Practices
Social Emotional Learning
Responsive Classrooms
Restorative Practices
Mindfulness
Staff
Students
Families

Vocabulary Matters

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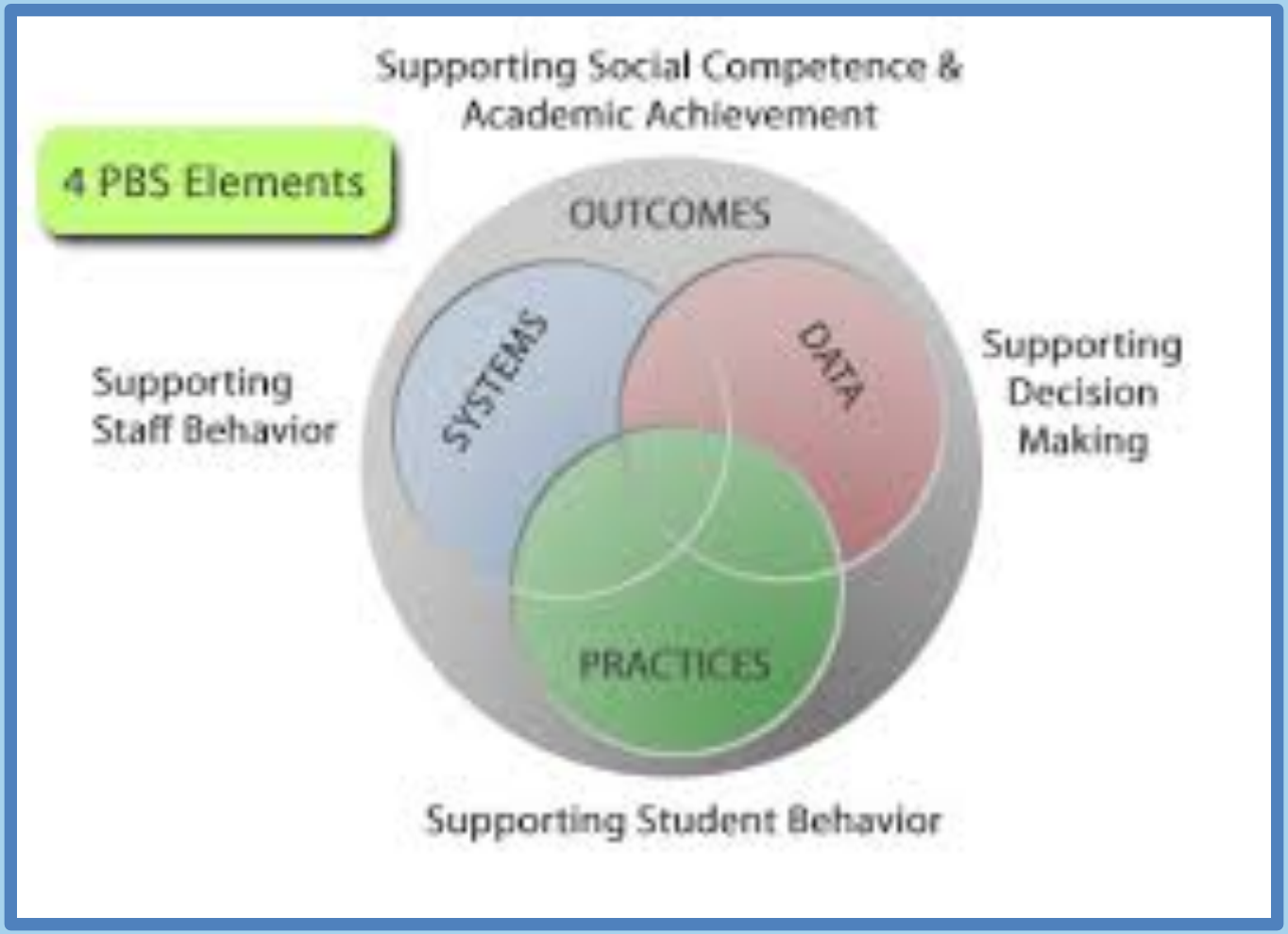
Supporting Social Competence & Academic Achievement
4 PBS Elements
OUTCOMES
SYSTEMS
DATA
PRACTICES
Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

Vocabulary Matters

"What this looks like at Tier 1…"

"What this looks like at Tier 2…"

"What this looks like at Tier 3…"

Vocabulary Matters

- ***Framework***
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Lessons Learned

Integration Has to Be Purposeful

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BOTTOM LINE: BE INTENTIONAL & STRATEGIC

Administrative Leadership and Consistency is Key

Consider:

- Who has the Vision
- Building Administration Buy-In

Leverage the bigger context:

- Governor support: Delaware is a mandated "Trauma-Informed State"
- Senate Bill 85

Lessons Learned

Integration Has to Be Purposeful

Collaborative Relationships Need to be Built

Vocabulary Matters

Administrative Support and Consistency is Critical

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BOTTOM LINE: BE INTENTIONAL & STRATEGIC

Recommendations for Integrating PBIS & SEL

Whitcomb and DE-PBS (n.d.) - Adapted from Bradshaw et al. (2014)

1. Commit to Coordinated Implementation of PBIS & SEL
2. Obtain Staff/Community Buy-In
3. Engage Stakeholders to Form a Team
4. Develop a Shared Vision for Integrated Model
5. Conduct a SWOT Analysis
6. Use Data to Identify and Select Programming
7. Create an Integration Action Plan
8. Use data to evaluate programming

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Tools Are Helpful

Additional Tools:

- Integration
  - Integration Module
    - Whitcomb
  - Hexagon Tool
- Trauma
  - ARTIC Scale

Integration Module with Whitcomb Tool

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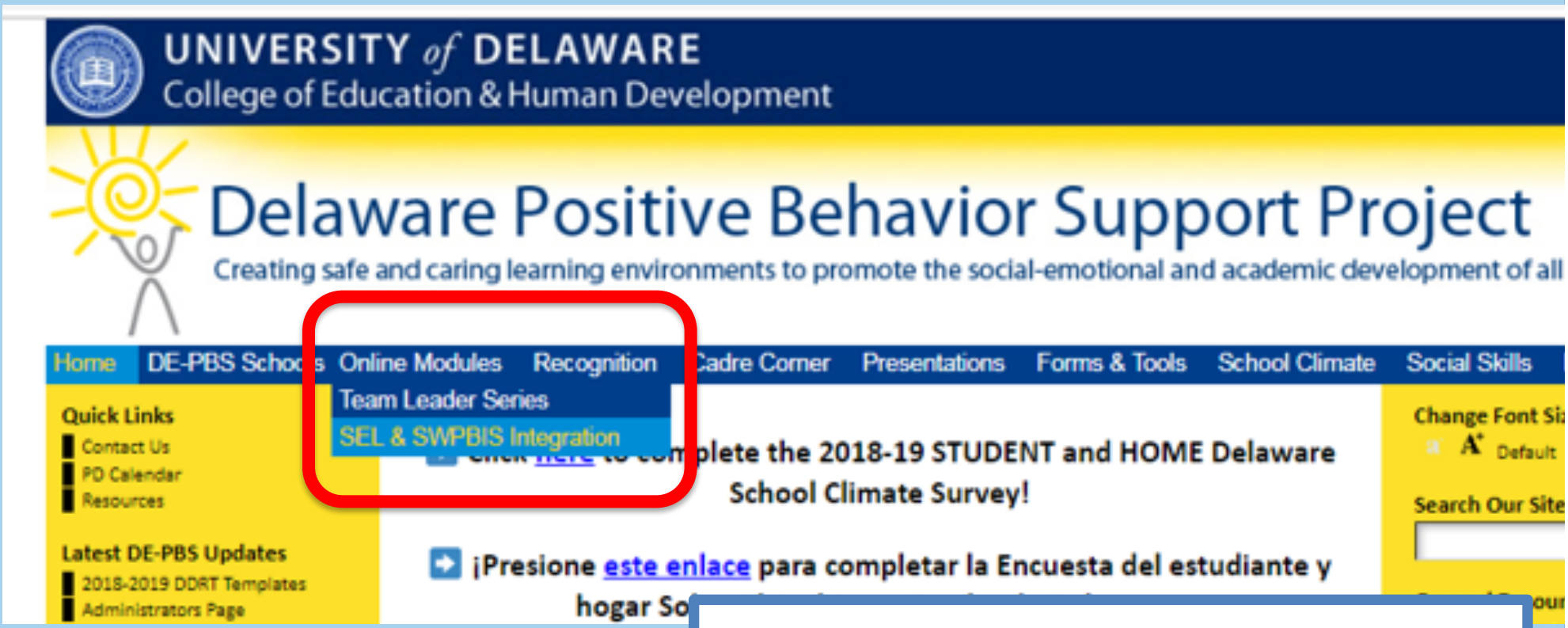

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- **Presentation**:
  - Viewing directions include:
    - Click on the link below to open the *SEL & SWPBIS Integration*
    - ***Note:** the presentation may take a few minutes to open. If y
      presentation because the file size is too large, try saving the p
      it. This can be done by clicking on the presentation link below
      clicking "open."
    - Once the slide show opens, **do not** "enable editing" if prompted to do so.
    - Under the tab for "Slide Show," select "From Beginning."
    - Be sure your computer sound is turned on.
    - Click to progress through the slides, and sound should begin to play automatically.
    - If you are having trouble seeing any graphics or parts of the presentation, try opening the link through a different internet browser (e.g., Firefox). Also, check to make sure you did not "enable editing" in the presentation.

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SEL and SWPBIS Integration Module Presentation

Slide Narratives for SEL & SWPBIS Integration Module Presentation

Handout Version: SEL & SWPBIS Integration Module Presentation

-This is a PDF version that can be printed out for note taking while viewing the presentation.

SEL & SWPBIS Integration Module – Research Narrative

-This narrative contains the information that is presented in the presentation, but in greater detail and with a greater emphasis on the research behind SEL & SWPBIS integration. Numerous references to relevant research studies as well as resources are included.

- **Resources**:
  - Included below are resources that are referenced throughout the SEL & SWPBIS Integration Module presentation. There are sample forms, activities, useful tools, etc. Click on the links below to open the resources.

  - Envisioning Your School Climate Activity
    Example Request for Assistance Form
    Key Feature Evaluation Process – 2015-16
    Ongoing Technical Assistance Plan
    Primary Considerations and Recommendations for Integrating PBIS & SEL
    Sample Social and Emotional Screening Measures
    School-wide Evaluation Tool (SET) from PBIS Website
    School Climate Survey Interpretation Worksheet 2016 – HOME
    School Climate Survey Interpretation Worksheet 2016 – STAFF
    School Climate Survey Interpretation Worksheet 2016 – STUDENT
    SWPBIS & SEL Integration Plan
    SWPBIS & SEL SWOT Analysis
    SWPBIS Tiered Fidelity Inventory (TFI) from PBIS Website

HOW Considerations

Primary Considerations and Recommendations for Integrating PBIS & SEL by *Sara Whitcomb - Adapted from Bradshaw et al. (2014)*

1. Commit to Coordinated Implementation of PBIS & SEL
    - Requires administrator involvement
        - Setting the vision
        - Allocating resources
        - Planning for professional development
2. Obtain Staff/Community Buy-In
    - Insure staff understand the key features of each model
    - Have staff share existing examples of PBIS & SEL that they are already implementing in their classes
    - Build agreements in how to move forward

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    SWPBIS & SEL SWOT Analysis
    SWPBIS Tiered Fidelity Inventory (TFI) from PBIS Website

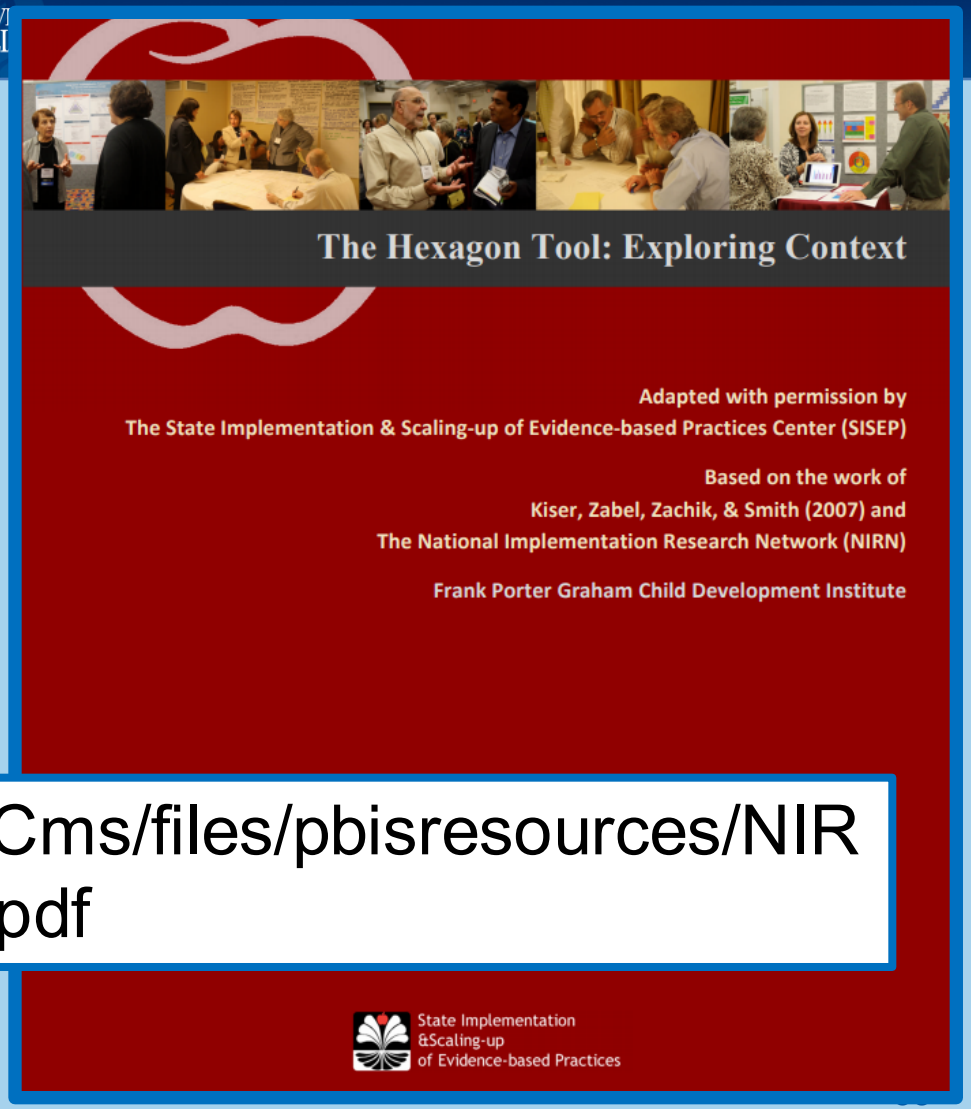
Ongoing Technical Assistance Plan

Adapted from Bradshaw et al. (2014) by Sara Whitcomb

- **What additional supports will you need for initial installation of practices, for building fluency, for enhancing and adapting fully implemented practices?**
- **Are there additional professional development needs for teachers and staff to feel competent in implementation?**
- **Are there additional resources (e.g. time, money) that your building needs to support practices?**
- **Are there barriers that will make implementation difficult? Do you need to think about reducing goals and/or extending timelines for implementation?**

Hexagon Tool

Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

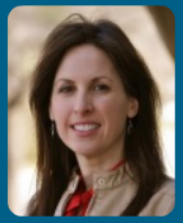


https://www.pbis.org/Common/Cms/files/pbisresources/NIRN-Education-TheHexagonTool.pdf

ai HUB The Active Implementation Hub

https://implementation.fpg.unc.edu/resources/lesson-1-hexagon-tool

Lesson 1: The Hexagon Tool - Exploring Context



Michelle Duda
Associate Director
NIRN

Barbara Sims
Co-Director
SISEP

The Active Implementation Hub, AI Modules and AI Lessons are an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute.

https://www.pbis.org/Common/Cms/files/pbisresources/NIRN-Education-TheHexagonTool.pdf

The Hexagon Tool: Exploring Context

The Hexagon Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

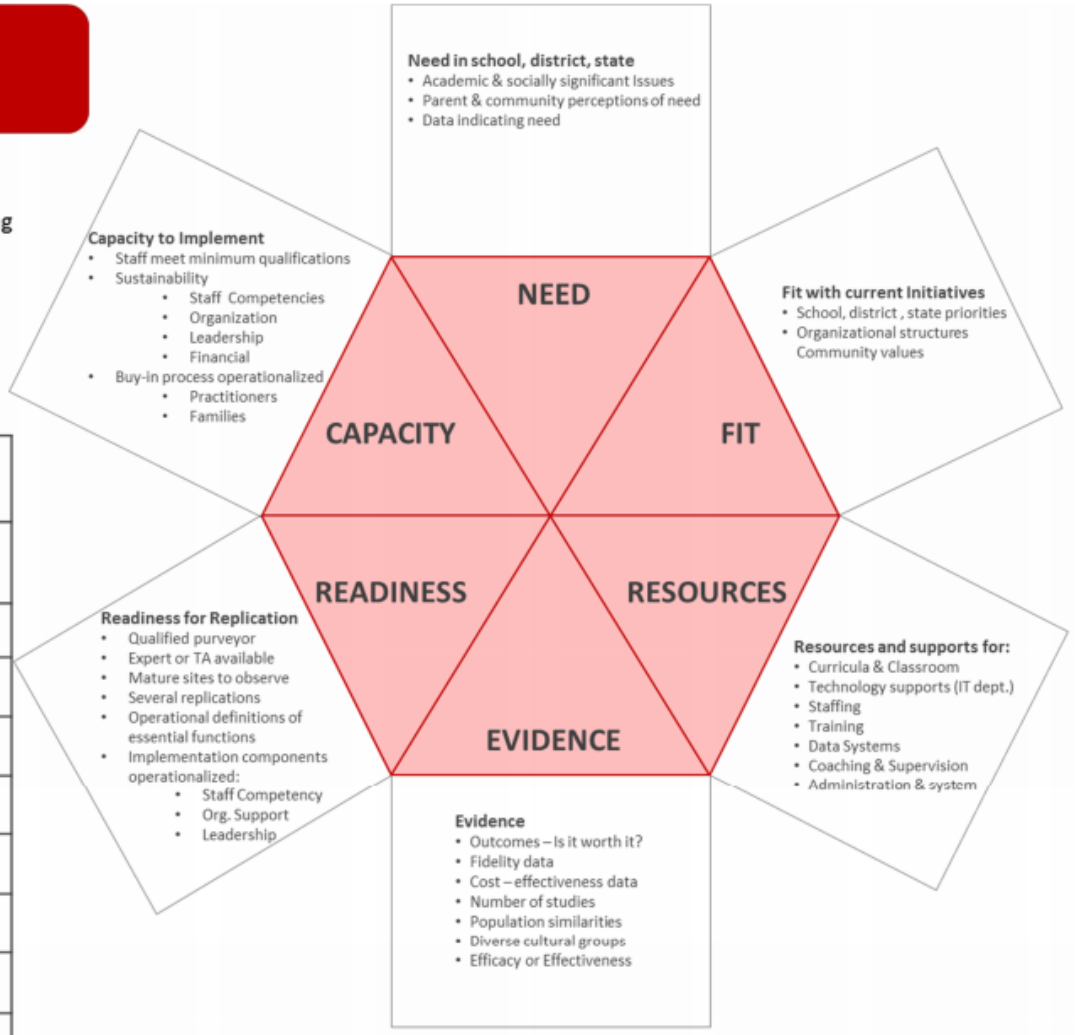
- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

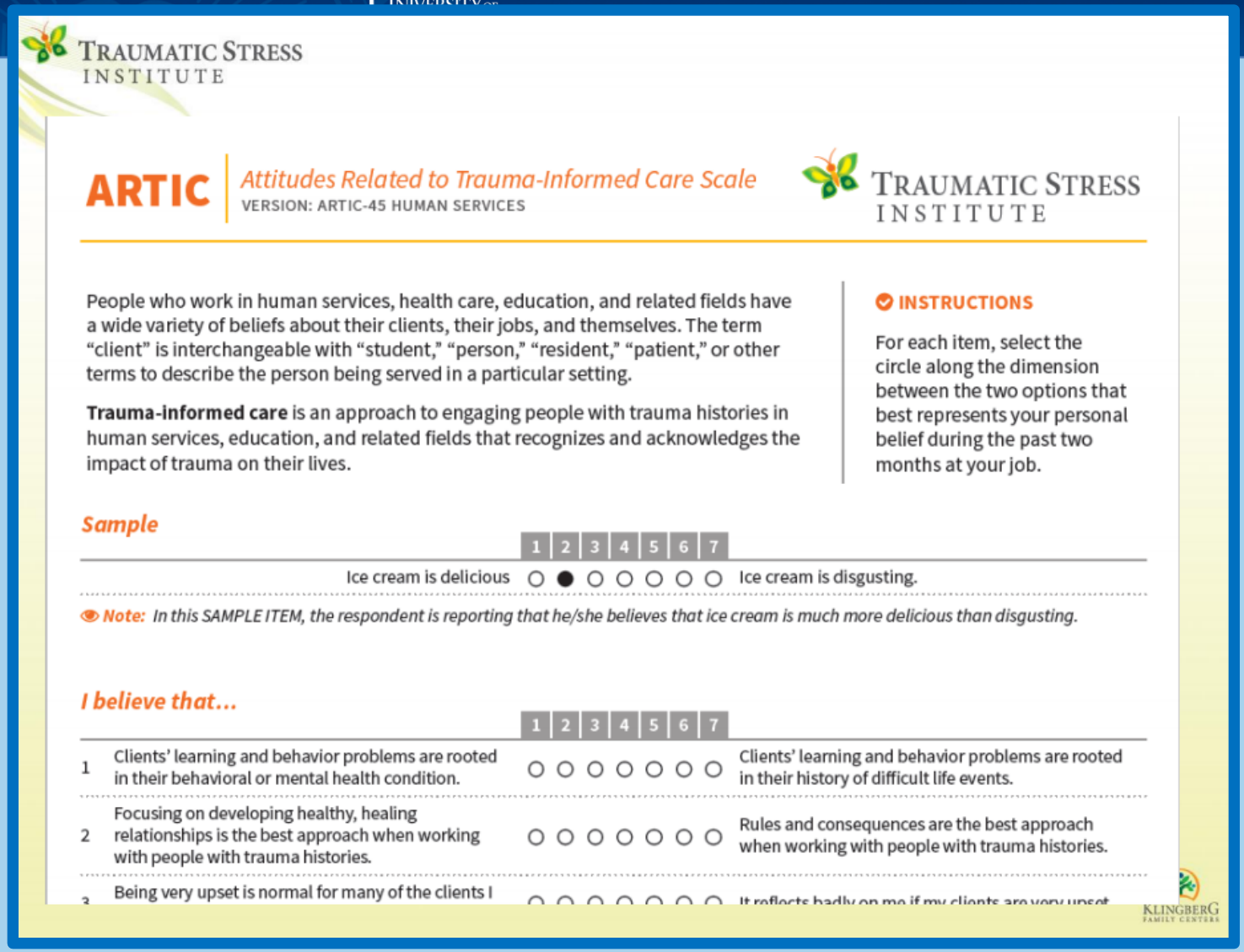
EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	**Med**	**Low**
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



©2013 Laurel Kiser, Karen Blase, and Dean Fixsen
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)

ARTIC Scale

http://traumaticstressinstitute.org/wp-content/uploads/2016/04/ARTIC-Webinars-2016_Final.pdf



TRAUMATIC STRESS INSTITUTE

ARTIC | *Attitudes Related to Trauma-Informed Care Scale*
VERSION: ARTIC-45 HUMAN SERVICES

TRAUMATIC STRESS INSTITUTE

People who work in human services, health care, education, and related fields have a wide variety of beliefs about their clients, their jobs, and themselves. The term "client" is interchangeable with "student," "person," "resident," "patient," or other terms to describe the person being served in a particular setting.

Trauma-informed care is an approach to engaging people with trauma histories in human services, education, and related fields that recognizes and acknowledges the impact of trauma on their lives.

INSTRUCTIONS

For each item, select the circle along the dimension between the two options that best represents your personal belief during the past two months at your job.

Sample

	1	2	3	4	5	6	7	
Ice cream is delicious	○	●	○	○	○	○	○	Ice cream is disgusting.

Note: *In this SAMPLE ITEM, the respondent is reporting that he/she believes that ice cream is much more delicious than disgusting.*

I believe that...

		1	2	3	4	5	6	7	
1	Clients' learning and behavior problems are rooted in their behavioral or mental health condition.	○	○	○	○	○	○	○	Clients' learning and behavior problems are rooted in their history of difficult life events.
2	Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	○	○	○	○	○	○	○	Rules and consequences are the best approach when working with people with trauma histories.
3	Being very upset is normal for many of the clients I	○	○	○	○	○	○	○	It reflects badly on me if my clients are very upset

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http://traumaticstressinstitute.org/wp-content/uploads/2016/04/ARTIC-Webinars-2016_Final.pdf

TRAUMATIC STRESS INSTITUTE

Results: ARTIC Subscales

Approach: Item analyses and confirmatory factor analysis (CFA)

5 Main Subscales

Attitudes about:

- The underlying cause of problem behavior/symptoms (Subscale 1)
- Staff responses to problem behavior (Subscale 2)
- Staff on-the-job behavior (Subscale 3)
- Staff feeling of self-efficacy at work (Subscale 4)
- Staff reactions to the work (Subscale 5)

2 Supplementary Subscales

Attitudes about:

- Staff members personal support of TIC (Subscale 6)
- System-wide support for TIC (Subscale 7)

KLINGBERG FAMILY CENTERS

http://traumaticstressinstitute.org/wp-content/uploads/2016/04/ARTIC-Webinars-2016_Final.pdf

Versions of the ARTIC

Human Services

- ARTIC-45 (Orgs that have begun TIC implementation)
- ARTIC-35 (Orgs that have not implemented TIC)
- ARTIC-10 (Short form; fine for orgs that have or have not implemented TIC)

Education

- ARTIC-45 (Schools that have begun TIC implementation)
- ARTIC-35 (Schools that have not implemented TIC)
- ARTIC-10 (Short form; fine for orgs that have or have not implemented TIC)

FINAL THOUGHTS

THANK YOU!

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