



Creating Trauma Informed Schools

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ACEs in the Classroom

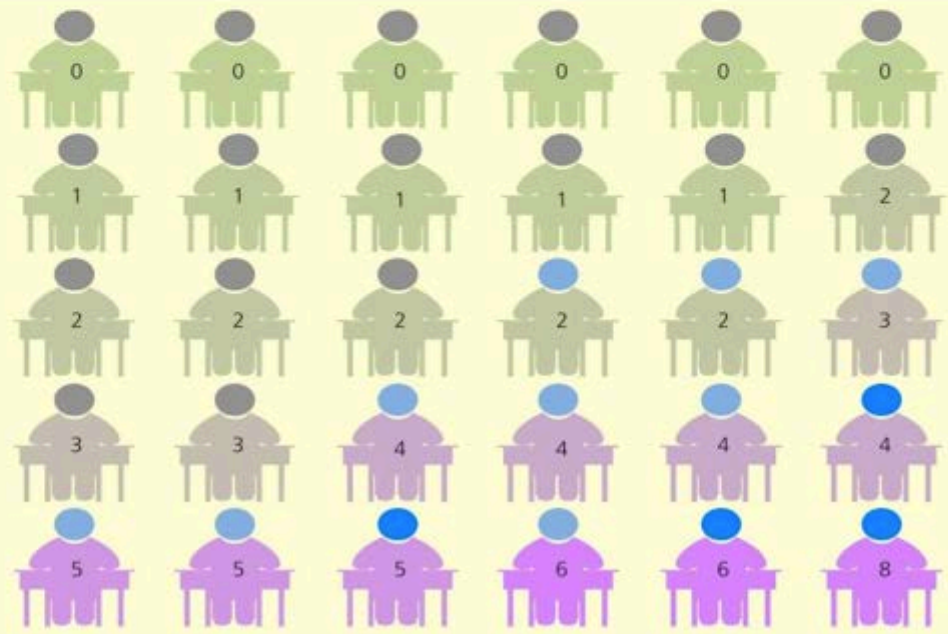


OLDER CHILDREN - High School Sophomores and Seniors

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

6 students with no ACE	58% (17) students with <u>no</u> exposure to physical abuse or adult to adult violence
5 students with 1 ACE	29% (9) of students exposed to physical abuse <u>or</u> adult to adult violence
6 students with 2 ACEs	13% (4) of students exposed to physical abuse <u>and</u> adult to adult violence
3 students with 3 ACEs	
7 students with 4 or 5 ACEs	
3 students with 6 or more ACEs	

Population
Average



Oregon's Trauma Informed Schools Pilots

- **House Bill 4002 (2016):** Chronic absenteeism plan (Oregon Department of Education) and funding for two trauma informed schools pilots (Oregon Chief Education Office)
- **Tigard HS and Central HS Pilot Site Criteria**
 - High School
 - Multi-Tiered System of Support (PBIS/EBIS)
 - School-Based Health Center
 - Comparison School (Tigard HS:Tualatin HS and Central HS:Parkrose HS)
 - Leadership buy-in
 - Willingness to provide data for evaluation
- **Implementation Began September 2016**
- **SB182 passed in the 2017 to continue funding through 2019**

A Trauma-Informed School:

- *Realizes* both the widespread impact of trauma and the role of schools in promoting resiliency
- *Recognizes* the signs and symptoms of trauma in students, families and staff
- *Responds* by fully integrating knowledge about trauma into policies, procedures, and practices
- *Resists* re-traumatization of students and staff and fosters resiliency

Training Topics – Four modules*

- Rewiring for Growth: Overview of ACEs, trauma, how it impacts the brain, behavior, and learning, and how educators can build resiliency.
- Creating a Trauma Sensitive Environment: High level guidance organized within a PBIS framework, and based on a “Regulate, Relate, then Reason” approach.
- The Cost of Caring: Vicarious trauma of staff, organizational trauma, and importance of self-care and mutual support. Includes “hotspots” activity.
- Below the Line: How educational equity and trauma informed practices intertwine, implicit bias.

*Developed by the Multnomah
County Defending Childhood
Initiative

Trauma Informed Schools Model Analysis

Explored various models, frameworks and philosophies:

- HEARTS
- Massachusetts Flexible Framework
- CLEAR
- Wisconsin School of Mental Health
- Tulane
- SAMHSA
- Trauma Informed Oregon
- Sanctuary
- Restorative Justice
- ARC
- Bruce Perry, NME
- CASEL
- Collaborative Problem Solving
- University of Maryland Positive School Center
- NCTSN

Feasibility and Sustainability

- **Braiding Initiatives**

- Trauma Informed Approaches
- Positive Behavioral Interventions and Supports
- Restorative Justice
- AVID

- **Braiding Resources/Funding**

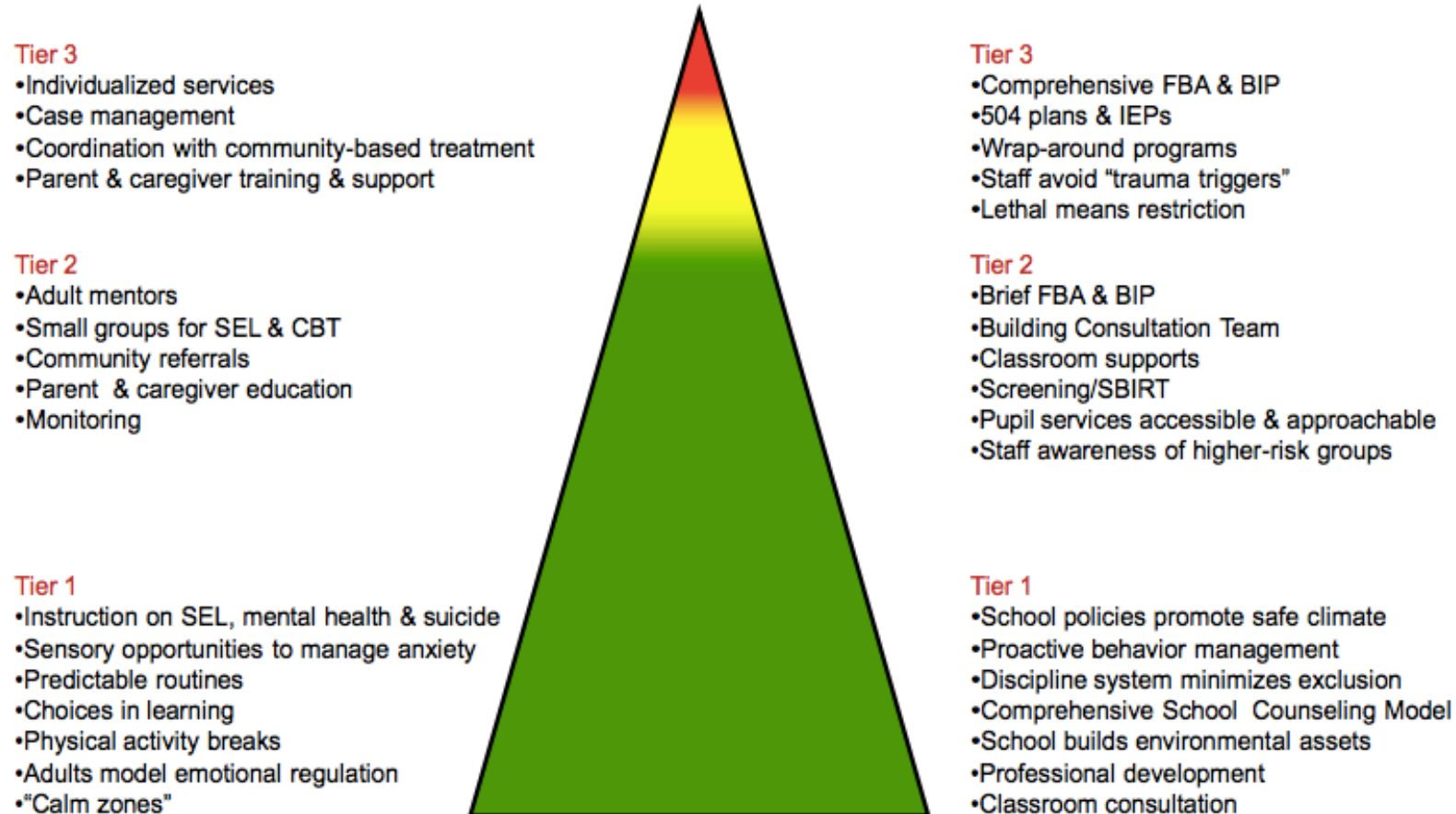
- School-based health center
- County Health/Mental Health
- School District
- Coordinated Care Organization
- Educational Service Districts



Three Levels of PBIS

Below is the PBIS framework adapted to depict the evidence-based strategies and programs a school can use to become more trauma-sensitive.

Using the PBIS Framework to Support Students' Mental Health



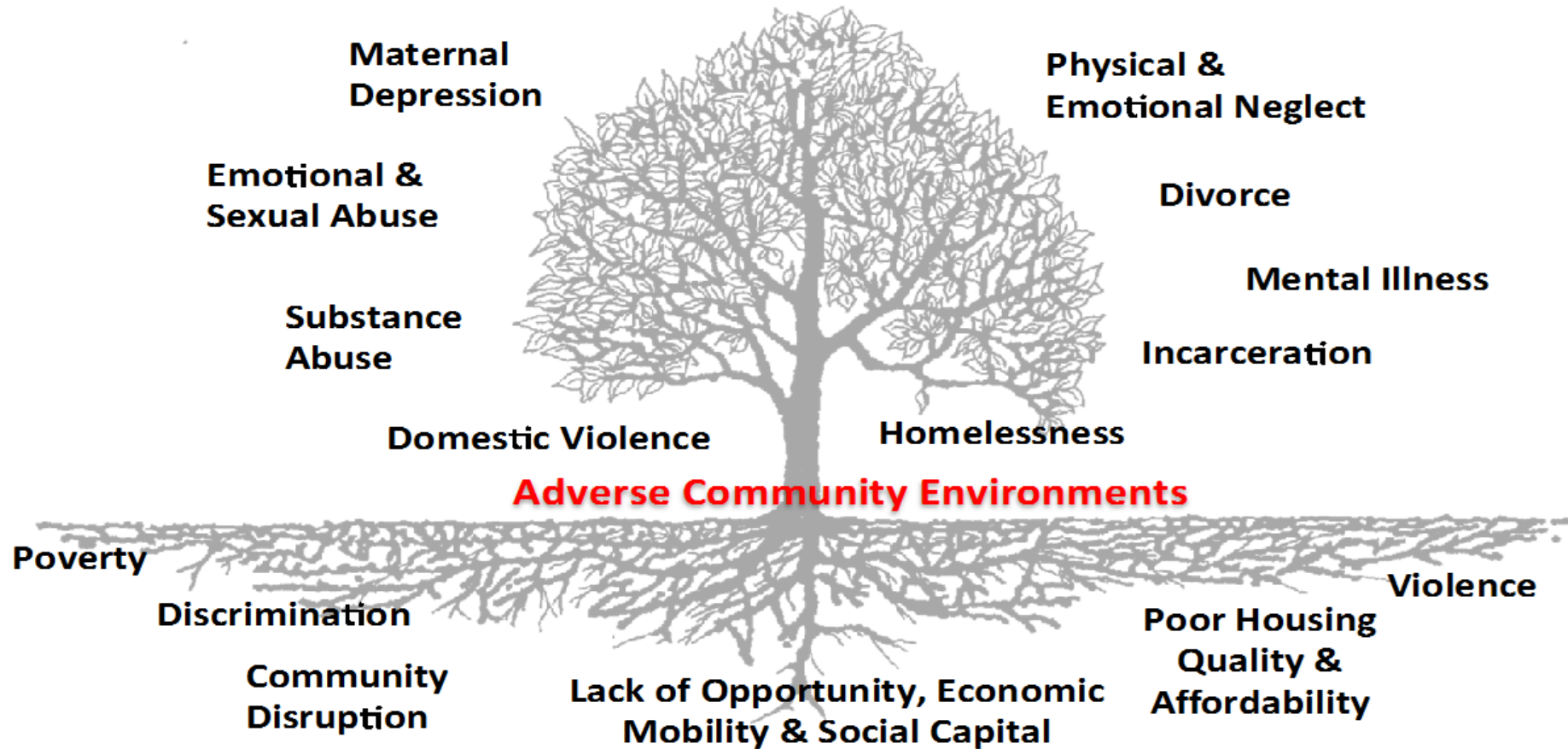
Source: Wisconsin Department of
Public Instruction

Domains

1. Sustainability & Committed Leadership
2. Professional Development
3. Policies, Procedure, Practice
4. Behavior Response and Supports
5. Equity, Diversity and Inclusion
6. Organizational Culture and Climate
7. Cross Sector Collaboration
8. Student and Caregiver Education and Engagement
9. Academic Instruction and Assessment

The Pair of ACEs

Adverse Childhood Experiences



Ellis W. & Dietz W. BCR Framework. *Academic Peds* (2017).

Trauma Informed Oregon Standards

- Developed Standards of Practice in Education
- Piloting the standards at Central. Aligned the comments and feedback with the standards
- <https://traumainformedoregon.org/>

Goals/Objectives



Consistency and Predictability

- With students
- In classrooms
- With staff
- Implementing new initiatives

Activities Examples

Central High School

- 2 shared concepts
- Power Peers
- Cohort

Tigard High School

- 2 shared concepts
- Book Club
- Cohort: NME



Evaluation and Data Collection

Staff

- Formative
 - Knowledge, perception (org support & equity issues), self-assessment of burn-out symptoms
 - Attitude towards Trauma-informed practices
 - Turnover & Attendance
 - Hot spots
- Summative
 - Communication channels
 - Leadership support
 - Advice-seeking behaviors

Students (Gender, Race/Ethnicity, SPED, ELL)

- School: Discipline, Attendance (Quarter and Annual), Grades (D's & F's),
- Health: Mental Health Referrals & Visits, Oregon Healthy Teen Survey, Oregon Wellness Survey
- Hot spots

Families/Caregivers

- Hot spots



Lessons Learned

- Trauma-informed School Coordinator
 - Recruitment and Retention
 - School Climate, Culture, and Trust
- School Infrastructure:
 - Leadership Buy-In
 - Braiding Initiatives
 - Communication Channels
- Professional Development/Learning
 - Ongoing Professional Development for All Staff
 - Social-Emotional Concepts
- Data Collection





- Build Activity List
- Explore Coaching as a PD Tool
- Continued Assessments
- Deeper Policy and Process Analysis and Changes/Considerations
- Building Champions/Opinion Leaders/Adopters

Questions?





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Additional Material

- Video: [Every Opportunity](#)
- Video: [Trauma Informed Practice](#)