



Integrating a Trauma-Informed Approach within the HS-PBIS Framework

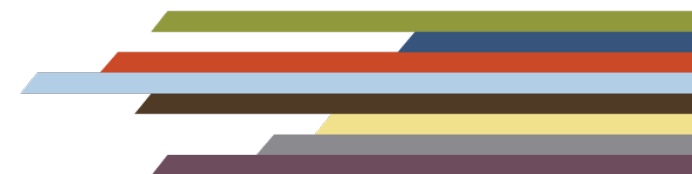
Susan Barrett

Director, Center for Social Behavior Support

Old Dominion University

Implementer Partner, Center on PBIS

sbarrett@odu.edu



Self Care Expectations

Self Care Behaviors



be

Safe

- Create an emotional support team.
- Double check on friends.
- Ask for help if you feel sense of hopelessness
 - Suicide Hotline: 800-273-8255



be

Engaged

- Be aware of your stress level.
- Recognize and name the emotions you are experiencing.
- Pay attention to joy.
- Do a body check for areas of tightness, discomfort.
- Take movement breaks, hydrate.



be

Respectful

- Nurture your body with healthy food.
- Build calming routines for sleep.
- Build routine for daily exercise.

Today's Session

- Returning to school (in person, online, or a hybrid of both) after an abrupt interruption amplifies the need for a social-emotional wellbeing and 'mental health for all' approach.
- This session will provide PBIS enhancement efforts, including how to incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework.

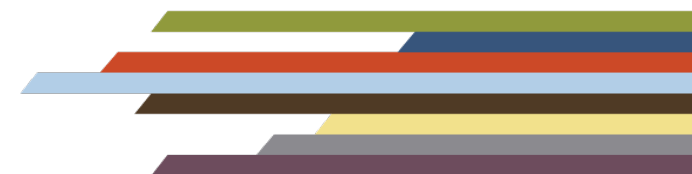
Big Ideas

- We had a mental health crisis prior with a surge in behavioral health symptoms; likely to be seen in phases.
- Increased need with COVID-19 impacting our black, brown and migrant communities at higher rate (rooted in social inequities).
- Time to redesign the entire system
- DISRUPT THE STATUS QUO

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

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

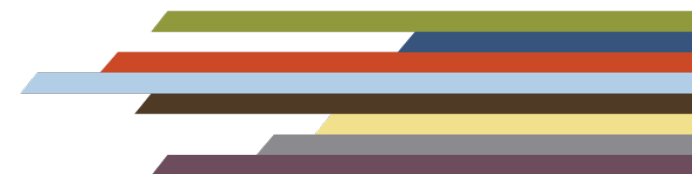
- A surge in behavioral health symptoms; likely to be seen in phases
- Anxiety related issues becoming prevalent immediately through next 2-3 months,
- Increase in depressive symptoms peaking around Nov/Dec 2020
- Highest risk of suicide likely Oct-Dec 2020
- More people with behavioral health concerns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



STRESS IN AMERICA 2020: A National Mental Health Crisis

American Psychological Association

- **Nearly 8 in 10 (78%) say the coronavirus pandemic is a significant source of stress in their life**
- **Half of Gen Z teens (51%) report that the coronavirus pandemic makes planning for their future feel impossible, and more than 2 in 3 Gen Z adults in college (67%) say the coronavirus pandemic makes planning for their future feel impossible.**
- **NEARLY 1 IN 5 ADULTS (19%) SAY THEIR MENTAL HEALTH IS WORSE THAN THIS TIME LAST YEAR**
- **DISCRIMINATION RISES AS SOURCE OF STRESS, PARTICULARLY FOR PEOPLE OF COLOR**
- **The majority of adults (59%), regardless of race, report police violence toward minorities is a significant source of stress in their life.**
- **68% of all adults say the 2020 U.S. presidential election is a significant source of stress (across party lines)**
- **STRESS FROM WORK, FINANCIAL DISRUPTIONS DISPROPORTIONATELY IMPACTING LOWER-INCOME AMERICANS**
- **PARENTS REPORT SIGNIFICANT STRESS RELATED TO THEIR CHILDREN'S SCHOOL, FUTURE**



Big Ideas

Getting back to “routine” is one of the pillars of trauma recovery.

- However, teachers and students will still be in recovery mode so it will be important to take it slowly and flexibly. Keep goals modest .
- Re-establishing school as a safe, positive space is the first priority.
- Daily schedules should include more frequent mind breaks, use of calming strategies (belly breaths) and movement (e.g., walks outside)

Once back in school, remember that student-teacher relationships are one of the most powerful predictors of student emotional wellness, classroom climate, and academic success.

- Even if brief, teachers should try to make a **brief personal connection** each day with students.

Be ready for your own “triggers”.

- Students’ issues may be similar to yours

Building a Resilient Community

What are your universal precautions?

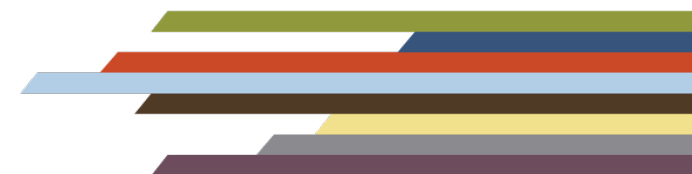
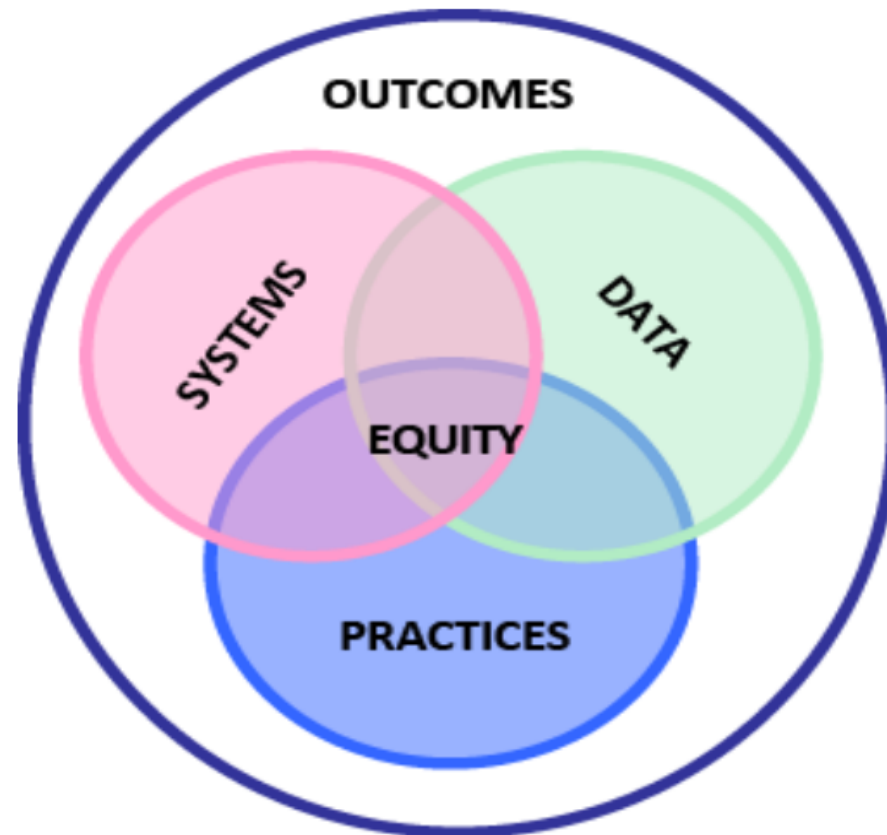
- Predictable, safe, and stable environments across teaching & learning contexts
- Ongoing embedded instruction on expectations, procedures, social emotional skills
- Daily routines that allow staff and classrooms to build sense of community, foster relationships, and experience positive connections
- Clearly defined ways for staff to ask for help
- Positive greetings and positive social interactions throughout the day
- Spaces and Routines for teachers to re-group, re-set, neutralizing routine
- Teacher connectedness and wellness activities
- Professional learning and support that is aligned with ongoing training, coaching, and performance feedback

Building a Resilient Community

All Hands on Deck

- **Continuing to meet as a team. Include family, student, community members.**
- **Uncover needs using data. (internalizing and externalizing behaviors)**
- **Highlight strengths of your system.**
- **Invest in Tier 1 components with adjustments that meet vast majority of student, family and staff needs.**

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.



PBIS is a Mental Health Initiative



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Kath, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Kath, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

Worried about increase of Mental Health need coupled with budget cuts?

COSTS SAVED WITH POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

CATHERINE BRADSHAW, SARAH LINDSTROM JOHNSON, YIFAN ZHU, & ELISE PAS

PURPOSE OF THE STUDY

While preventive efforts like PBIS are associated with significant impacts on student outcomes, oftentimes cost data are overlooked by administrative decision-makers. The goal of this study is to highlight the immediate and long-term cost savings associated with state-wide implementation of PBIS.



WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is a ***multi-tiered prevention framework that builds systems and structures to support the implementation of evidence-based practices, which are monitored and adapted through data-based decision-making.***

PBIS aims to promote positive student behavior by improving school climate and reducing discipline problems.

WHY IS PBIS IMPORTANT?

IMPLICATIONS

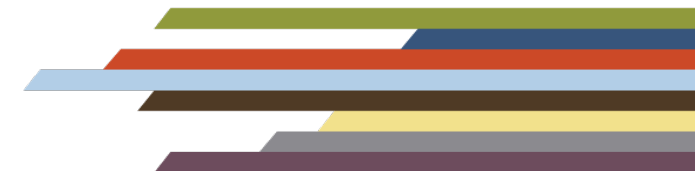
- This study found a solid return on investment for PBIS, specifically, a net total cost savings in present value of \$368,000 per 100 students in elementary school and \$86,000 for students in secondary school.
- The potential for PBIS preventing behavioral and mental health symptoms and maximizing cost savings can benefit federal and state agencies (e.g., juvenile justice, mental health) beyond education.
- Given these savings, there is a need for increased recognition and partnership to encourage the blending of funding across agencies to support quality implementation of PBIS and other such evidence-based approaches.

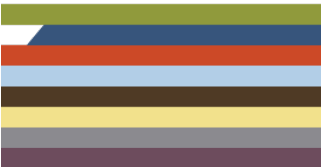
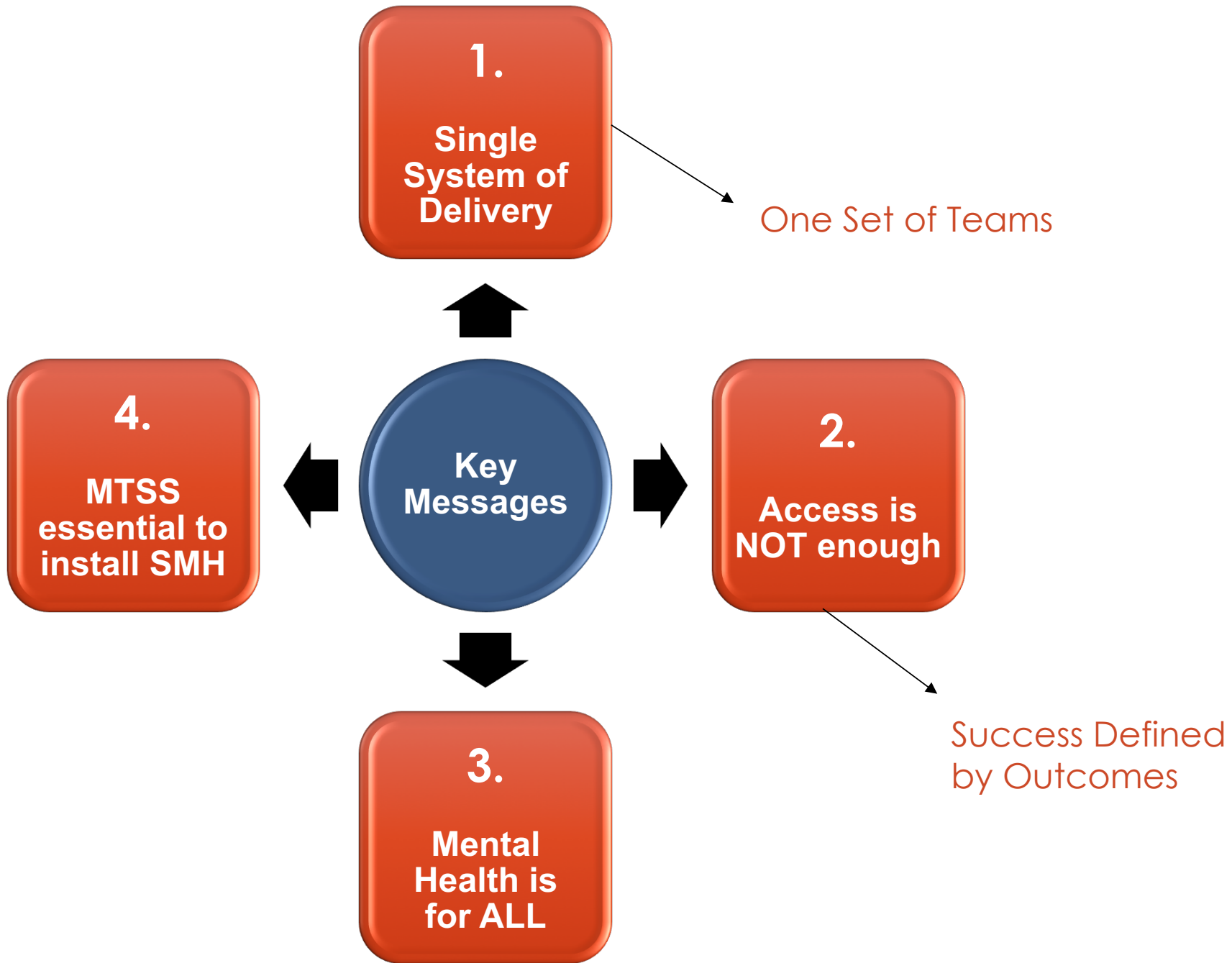
The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

The Interconnected Systems Framework (ISF)



- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions.
- 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.





*Sample Responses
Without Redesigning
the System Won't Be
Enough*

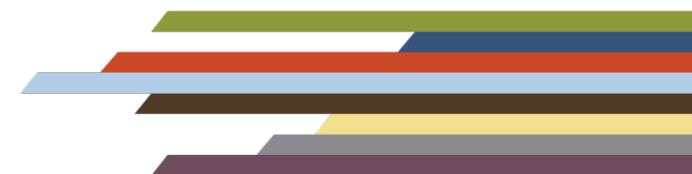
Sample Responses

Hire social emotional experts

Buy social emotional curriculum

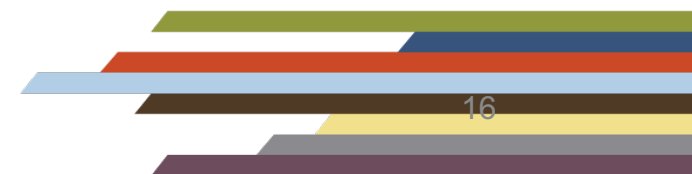
Train staff on trauma informed practices

Strengthen partnerships with families and community providers.



Using MTSS Logic to Redesign the System

Sample Responses		Using MTSS logic
Hire social emotional experts	➔	Participate in teams across tiers Adapt role to include building capacity of ALL staff.
Select Social Emotional Behavior curriculum	➔	Formal process, team-based decision. Data used to prioritize skills. All instructional staff model, teach alongside academic content.
Train staff on trauma-informed practices	➔	Team based training. Time to embed new learning. Time to develop evaluation plan.
Strengthen partnerships with families and community providers.	➔	Expanded Team uses problem solving logic with school AND community data to inform efforts across all tiers.



Disrupt the Status Quo

Change in routines and procedures?

(e.g. who needs to be available to participate in team meetings?)

Change in how interventions are selected and monitored?

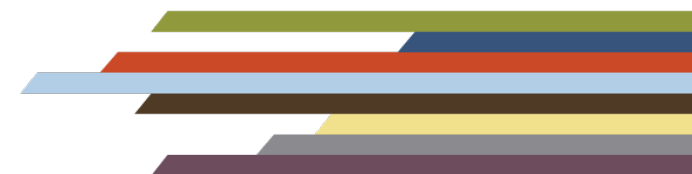
(e.g. team review of data/research vs individual clinician choice?)

Change in language we use?

(e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)

Changes in Roles/functions of staff?

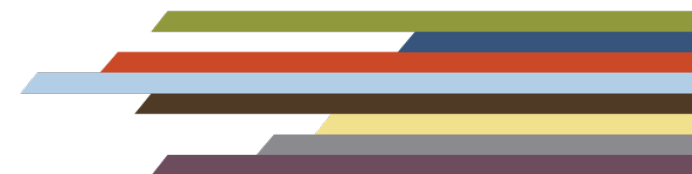
(e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)



Disrupt the Status Quo

Should central role of education be building and improving wellbeing ?

How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?



DISRUPT THE STATUS QUO

“Create a society in which youth arrive at adulthood with the skills, interests, assets, and health habits needed to live healthy, happy, and productive lives in caring relationships with others”- Institute of Medicine, National Academy of Sciences

Portrait of a Graduate

Competencies:

- Communicator
- Collaborator
- Ethical and Global Citizen
- Creative and Critical Thinker
- Goal-Directed and Resilient Individual

College and Career Ready

Teaching Social Emotional Competencies, Building community, fostering care and connections, relationships IS Academic Instructional Time



The background features several overlapping circles in shades of light orange and red. A dashed line in a similar color starts from the left side and curves around the text, ending with a small downward-pointing triangle.

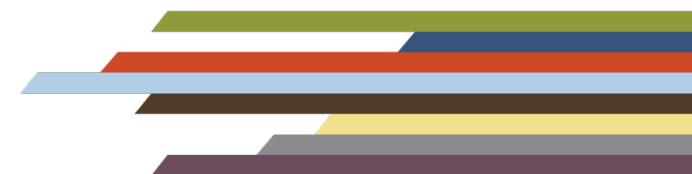
Incorporating a Trauma Informed Approach within a PBIS Framework

Schools are Investing Heavily in Professional Development (PD) 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 or Trauma Informed Care

Share in Chat

What does it mean to be trauma informed?



Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, *Midwest PBIS Network*
Susan Barrett, *Old Dominion University*
Nicholas Scheel, *University of South Florida*
Ami Flammini, *Midwest PBIS Network*
Katie Pohlman, *Midwest PBIS Network*

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).

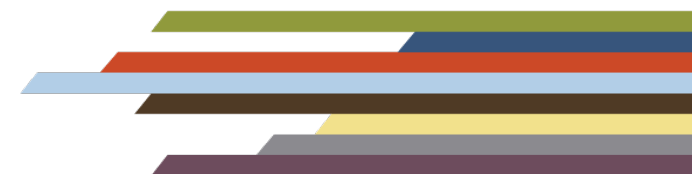


Practice Guide – [Integrating a Trauma-informed Approach within a PBIS Framework](#)

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.” Substance Abuse and Mental Health Services Administration. (2014). SAMHSA’s concept of trauma and guidance for a trauma-informed approach (HHS Publication No. 14-4884). Retrieved from <https://store.samhsa.gov/system/files/sma14-4884.pdf>



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 PD on adult behavior in schools
4. Determine impact of PD 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.](#)

Reflection Poll

1. Is your site providing training to staff about trauma and it's impact on students?
2. Is your site assessing the specific fidelity of the training in terms of application/use by staff?
3. Is your site assessing the specific impact of the training in terms of student outcomes?
4. All of the above
5. None of the above

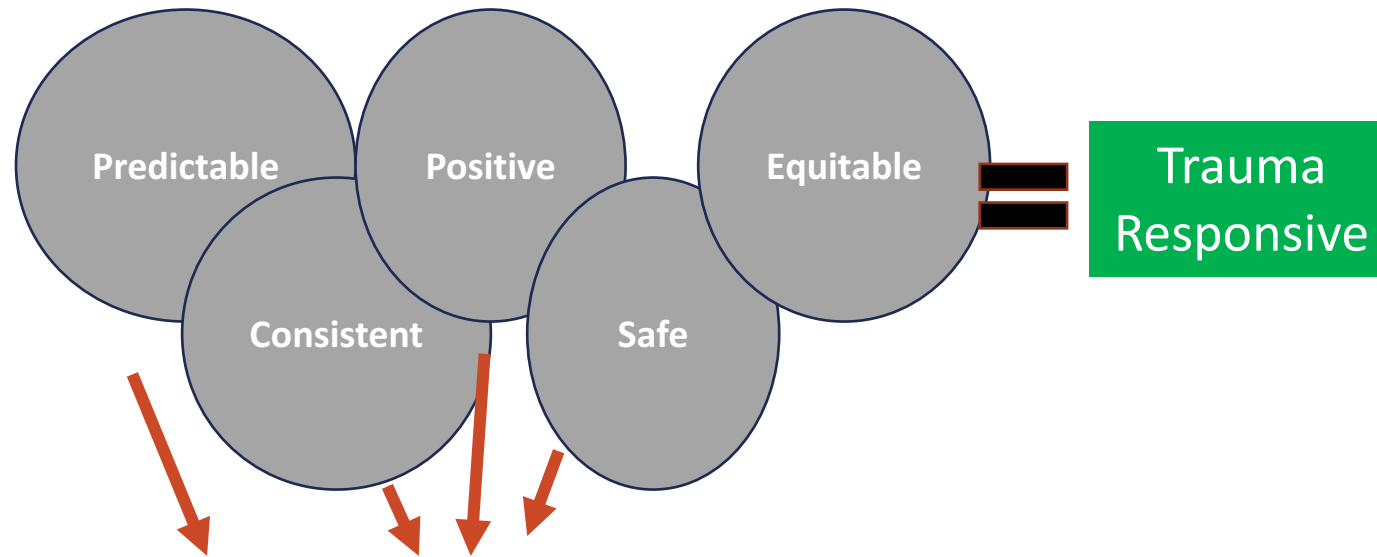
Features of Trauma-informed Practices:

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

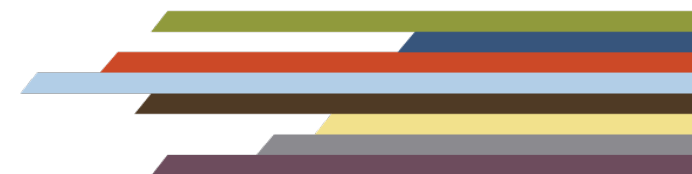
PBIS and Trauma-informed Approaches

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



How?

Creating safe, predictable, consistent environments

- Leadership team who represent school community
- Develop common language around expectations based on core values
- Teach consistently across locations in school.

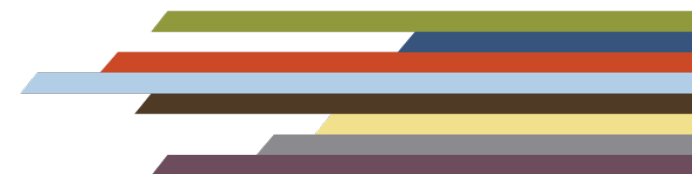
Expectation	Specific Behaviors
Be Safe	Keep hands and feet to self
	Wear mask, Stay 6' apart, wash hand
Be Respectful	Use the signal to ask a public or private question.
	Track the speaker
Be Responsible	Turn in all work on time
	Double check sources.



Specific Behaviors + Social-Emotional Skills

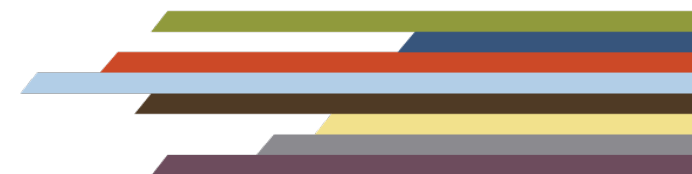
Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

- ✓ Create a safe, predictable, consistent environment
- ✓ Teach and reinforce Social Emotional Behavior competencies



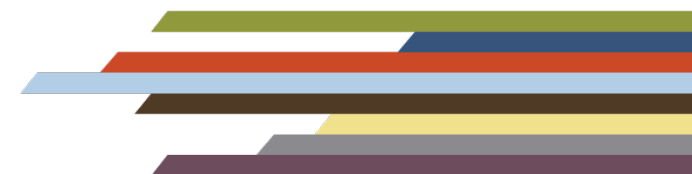
Develop Systems for Supporting Adults Implementing SEB Instruction within PBIS Framework

- Instructional approach
- Use data to get buy in and continuous improvement
- Showcase effort and impact
- Professional Development should be team led, data-driven with coaching



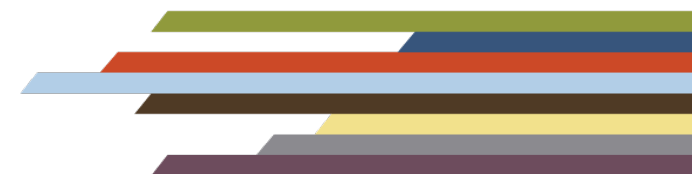
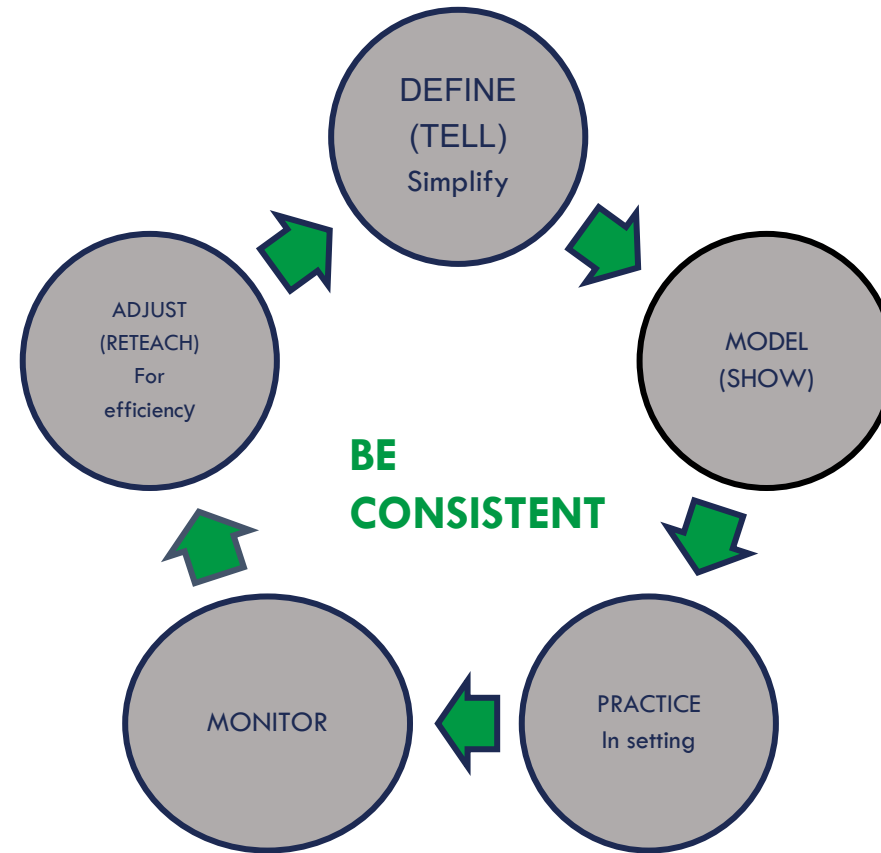
Alignment of SEB Instruction and PBIS

- From small number of staff delivering lessons to ALL staff providing opportunities to teach in ALL settings, ALL day



How?...

The Same Process for teaching Social Emotional Behavior as used for Academics



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?

USE OF DATA SOURCES THAT IDENTIFY SCOPE OF TRAUMA

- 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
- Leverage both trauma and behavioral knowledge to ensure desired results

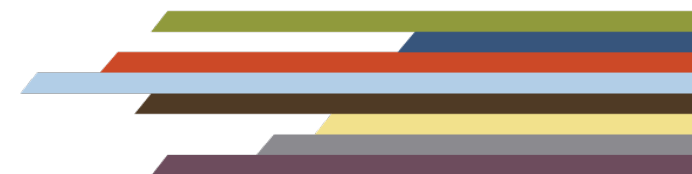
Outcome Data

Current data:

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

Expanded Data:

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



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 teaching matrix (ALL) and daily progress report card (SOME)

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 be added to the Tier 1 teaching matrix

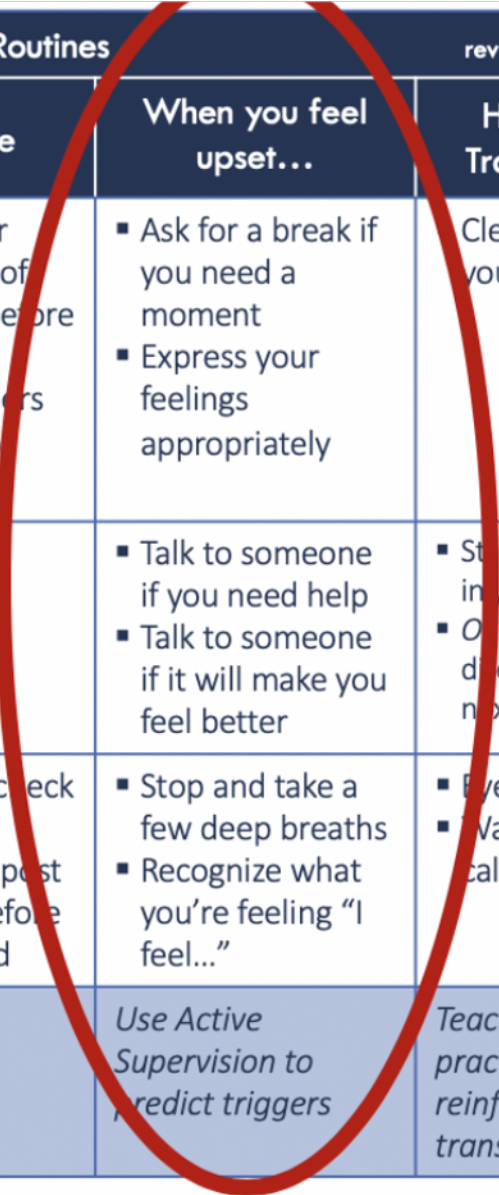
Ensures competencies are directly taught, modeled, and practiced with students.

Develop a System: Build school wide routines that include calming strategies, daily physical activity, biology breaks. (e.g., pair with handwashing routine)

Trauma Integration

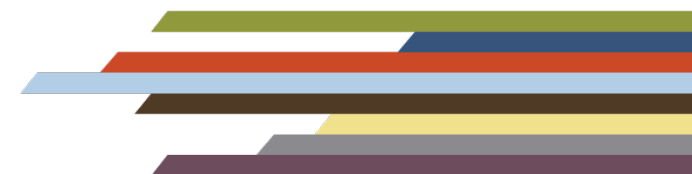
The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines					rev 11-4-19
		Welcome	Group Work	Online	When you feel upset...	How to Transition	
Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> ▪ Say "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



Remember: Customize to fit your student and staff needs

- Staff, students and families customize to fit need.
- Prioritize skills
- If large number of students displaying problem behavior or experiencing stress...
 - Identify lessons within curriculum
 - Identify key strategies and skills
 - Add to matrix- common script used across day and content areas to provide opportunities to practice
 - Used as prompt and script for adults to model, prompt/pre-correct, re-teach, provide feedback



Some students will need more. Understanding Types of Groups

Monitor Data, Select Practice, Install Systems

Basic

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, behavior science, clinical)

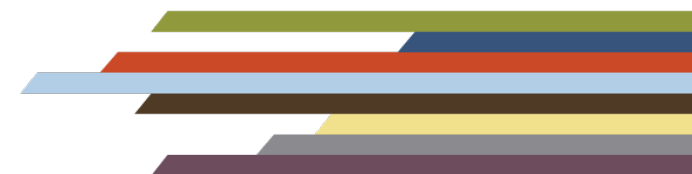
Complex

- Social emotional Behavior– 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

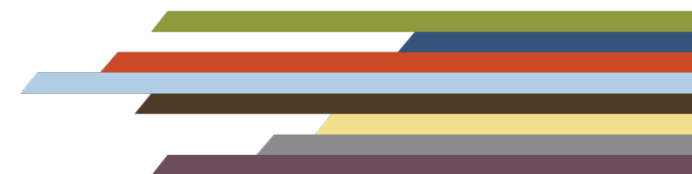


Trauma-informed
Tier 2 Group

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				

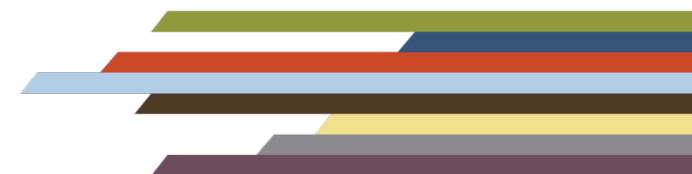


Features of Trauma-informed Practices:

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

Share in Chat

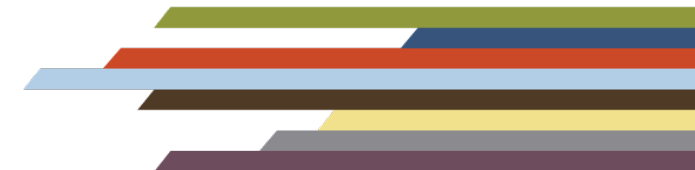
1. How do you promote belonging and relationship development?
2. What are some creative ways you are doing this in virtual conditions?



START HERE: Practicing Empathy & Perspective-Taking



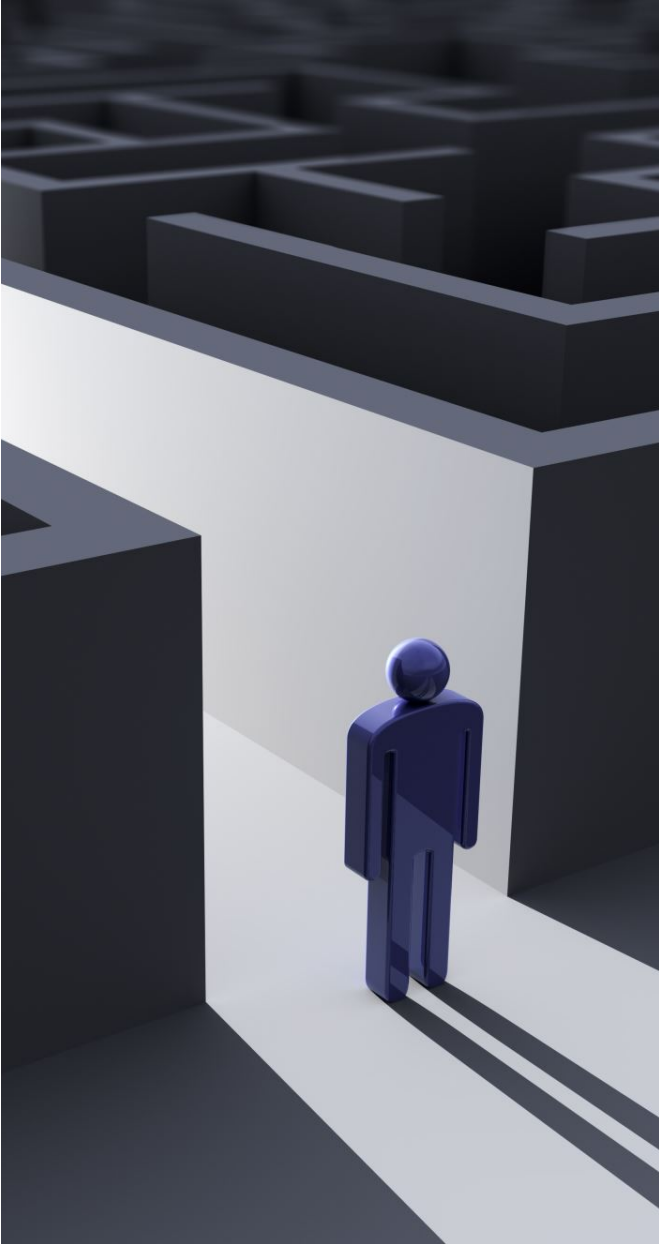
Brene Brown, Books, Podcasts, Netflix Special, Games,
Programs, Local Expertise



4 Attributes of Empathy

- Perspective taking
- Staying out of judgment
- Recognize emotions
- Communication

Cultivate empathy



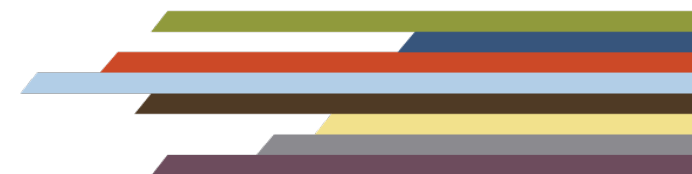
Perspective-taking through Communication

“A source of much conflict in relationships is our inability to see things from another person’s viewpoint.

Looking at a problem from different viewpoints is almost always better than looking at a problem from only one viewpoint.”

Brown, B. (2010). The gifts of imperfection. Center City, Minnesota: Hazelden.

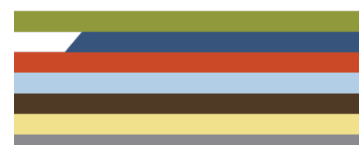
Brown, B. (2020, March 23). Unlocking Us: Tarana Burke and Brené



Perspective-taking

- Perspective-taking skills:
 - Know your own perspectives
 - Show genuine interest in your students
 - Ask students about their opinion, interests, and background
 - Listen to what students say and avoid making judgments
 - Ask open ended questions
 - Listen to the other person's story without our lens or judgment, it is their truth

School-wide Expectations	School-wide Teaching Matrix Remote Learning					
	Virtual classroom/ Synchronous	Independent learning at home/ Asynchronous	Packets	Technology	When I feel upset	Wellness
Be Safe	<ul style="list-style-type: none"> *Keep your password private *Log off when finished *Wipe down device before/after use 	<ul style="list-style-type: none"> *Ask for help when needed (hotline#, email, etc) 	<ul style="list-style-type: none"> *Follow directions *Use materials as needed 	<ul style="list-style-type: none"> *Only open emails from people you know *Use your school email address only *Only use school approved websites *Report suspicious activity to teacher 	<ul style="list-style-type: none"> *Talk to someone you trust if that will make you feel better *Use my strategies to calm myself (positive self talk, walk away, count to 25, belly breaths, music) 	<ul style="list-style-type: none"> *Stay connected with friends via social media/phone/safely *Exercise at least 15 min/day while physical distancing *Take breaks from screen time
Be Respectful	<ul style="list-style-type: none"> *Stay on mute until it's your turn to talk *Use hand raise to signal you have something to say *Listen to understand 	<ul style="list-style-type: none"> *Keep the volume low so others (family members) can work too (check with family) *Keep your work space organized 	<ul style="list-style-type: none"> *Speak kindly to those helping me 	<ul style="list-style-type: none"> *Use the Gates of Speech before posting/responding *Is it True? *Is it Kind? *Is it necessary? 	<ul style="list-style-type: none"> *Ask for a break if you need a moment *Express your feelings using "I feel" statements 	<ul style="list-style-type: none"> *Take some time for yourself *Practice self-compassion
Be Responsible	<ul style="list-style-type: none"> *Stay on the correct window and leave all others closed *Think before posting anything online *Log in 5-10 min early 	<ul style="list-style-type: none"> *Choose a distraction free place to work *Follow the schedule *Turn in all assignments on time 	<ul style="list-style-type: none"> *Set aside time each day to work *Keep all of my materials in one place *Turn in all assignments on time 	<ul style="list-style-type: none"> *Think before posting anything online *Stay on the correct window and leave all others closed *Check school website videos "What to do if" 	<ul style="list-style-type: none"> *Recognize what you're feeling "I feel..." *Stop and take a few deep breaths 	<ul style="list-style-type: none"> *Use your calming strategies *Eat healthy food
How can my teachers support me?	Greet students warmly Teach & practice expectations with feedback regularly			Teach & practice with feedback regularly	Active Supervision Check in regularly Model /practice calming strategies	Show genuine interest in students
How can my family support me?						



What do you know about your students? How do we gather information?
 How do we adjust? How do we ask for assistance?

Teacher-Student Connections

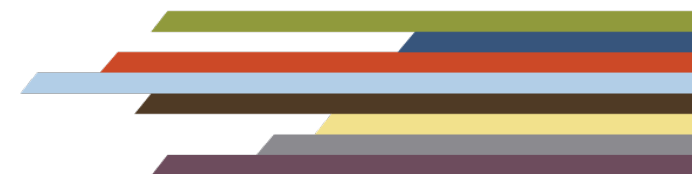
Student	Name & Face	Something Personal about them	Academic Status	Wellness Concerns	Preferred T&L Context	Date of last Contact Teacher Who Feels Connected to Ss
Abbey Alton	✓		✓		✓	
Burt Buzzy			✓			
Devon Donaldson	✓	✓	✓		✓	
Jose Juggler	✓	✓	✓			
Hannah Held	✓	✓	✓			
Sammy Shy			✓	✓	✓	
Susie Sunshine	✓	✓	✓	✓	✓	
Regina Rock	✓	✓	✓			

Teachers Level: Build a Routine

- Daily checks
- Weekly reviews
- Monday adjustment

School Level: Build a Routine

- Provide prompts and supports for staff
- Check in with staff
- Use fidelity checks and outcome data to celebrate



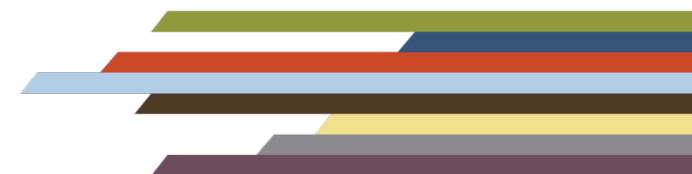
Trauma informed also means we decrease stress of the adults...

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



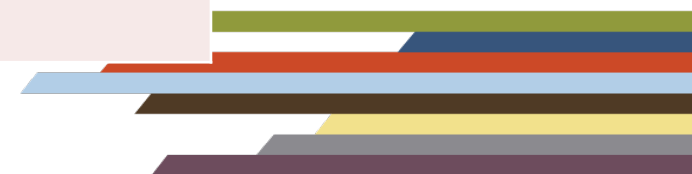
“I am overwhelmed”

- Trauma
- Social emotional learning
- Wellness
- Mental health
- Grading policy
- Attendance policy
- Lost instructional time
- Impact of isolation



Crosswalk Tier I and Social Emotional and Behavior Competencies including Trauma Features

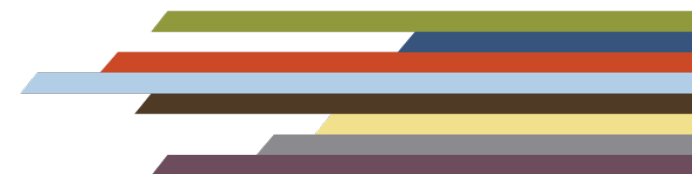
Tier 1 Components	How is Tier 1 component trauma-informed? How it connect with SEB skill?			
	Creates Safe, Predictable, & Consistent Environment Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation	
<p>Defined and teaching school-wide expectations</p> <ul style="list-style-type: none"> Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) Teach social-emotional and behavior lessons in a circle and embed with academic lessons Use morning circle routine across all classrooms to practice new skills and build classroom community 	X	X	X	X
<p>Feedback and acknowledgement system</p> <ul style="list-style-type: none"> Use feedback to increase the use of new skills across locations Teachers model calm response when providing feedback Use the system to prompt all staff to increase positive greetings and positive social interactions across the day 	X	X	X	X
<p>Active Supervision (scan, move and interact with students during transitions and non- classroom locations)</p> <ul style="list-style-type: none"> Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings. 	X	X		





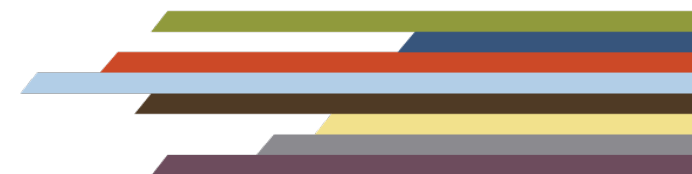
Problem Solving Framework, This is a **TEAM Sport!!**

- **Outcomes:** How will installing a trauma informed approach impact students, families and staff?
- **Data:** What data will you use to inform strength and needs of your current system?
- **Practices:** What are the evidenced based strategies you will embed across all classrooms?
- **Systems:** How will you support everyone to implement with fidelity?
- **Equity:** How will you put equity at the center of everything you do?



Fidelity Data

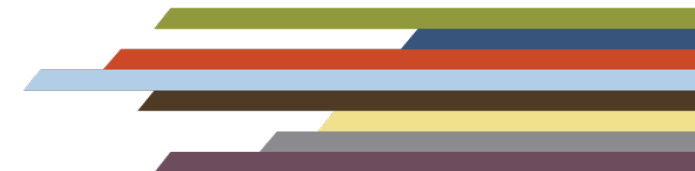
- How will you know intervention is being implemented as intended?



TFI Walkthrough Staff Enhancements

Staff Questions (Interview 10% or at least 5 staff members)			
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?	Have you given out any _____ since _____? (2 mos.)
1		Y N	Y N
2		Y N	Y N
3		Y N	Y N
4		Y N	Y N
5		Y N	Y N
6		Y N	Y N
7		Y N	Y N
8		Y N	Y N
9		Y N	Y N
10		Y N	Y N
11		Y N	Y N
12		Y N	Y N
13		Y N	Y N
14		Y N	Y N
15		Y N	Y N
Total			

What skills have you taught students to use for regulation this school year?

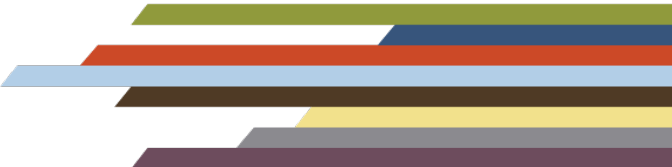


TFI Walkthrough

Student Enhancements

Student Questions (at least 10 students)		
	What are the (school rules)? Record the # of rules known	Have you received a _____ since _____?
1		Y N
2		Y N
3		Y N
4		Y N
5		Y N
6		Y N
7		Y N
8		Y N
9		Y N
10		Y N
11		Y N
12		Y N
13		Y N
14		Y N
15		Y N
Total		

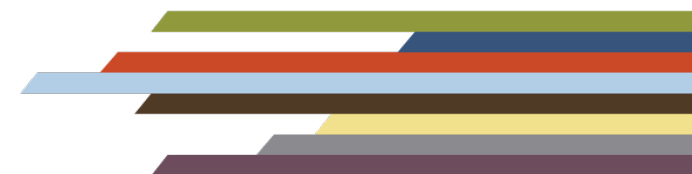
- What adult at school could you talk to if you needed help?
- Have you used or been reminded to use a skill to help with calm down in last two weeks?



Overall System Fidelity

TFI – Trauma Companion Guide

- We are recommending that your current school-wide behavior team use the Trauma Companion Guide for *reflection and planning* purposes.
- The Trauma Companion Guide does not have scoring criteria. Therefore, your score on the TFI is *not impacted* by the trauma enhancements.
- Trauma enhancements are available in PPT format posted with *Virtual Module 4*.



Data Features

TFI Feature		Trauma Informed Enhancements
1.12	Discipline Data	<ul style="list-style-type: none">• Additional data points are monitored to help identify need for trauma informed practices universally (e.g.: universal screening data, hospitalizations, violent crime rates).• Individual students response to Tier I is measured by expanded data points (e.g.: universal screening data, nurse or counselor visits).
1.14	Fidelity Data	<ul style="list-style-type: none">• Team utilizes trauma informed enhancements to TFI annually.• Team completes TFI walkthrough trauma informed enhancements annually.• Classroom Practices Observation tool used to assess implementation in classrooms.
1.15	Annual Evaluation	<ul style="list-style-type: none">• Tier I team documents fidelity (e.g.: TFI with trauma enhancements) and effectiveness (e.g.: climate surveys, restraints, least restrictive environment data) of trauma informed implementation and shares with stakeholders at least annually.

Use fidelity measure, consider enhancements to guide implementation

Subscale: Teams

1.1 Team Composition

PBIS Big Idea

Effective SWPBIS teams are knowledgeable, representative of stakeholders (e.g., students, families, community, staff), and have administrative authority.

Areas for Enhancement

Ensure Cultural Responsiveness

School SWPBIS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, especially underserved families and cultures. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of subcommittee structures and have families represented on the subcommittees.

Resources:

- CR Field Guide

Support Well-Being

Community partners provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students. Leadership teams include community employed and school employed staff with mental health expertise. Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).

Resources:

- Add

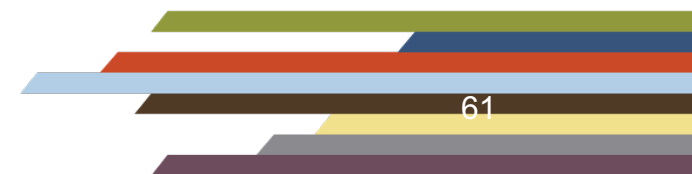
Focus Support During/After Crisis

School establishes an integrated leadership team and/or integrated teaming functions. Academic content leads, school nursing, public health, other relevant health professionals, IT specialists, and other key areas of expertise are represented, with clearly defined roles and functions, to enable the team to make decisions, action plan, and implement supports in a coordinated manner to address all areas of need.

Resources:

- TIPS Meeting Agenda

Q & A and More Resources



Quick Review

Interconnected Systems Framework: Fact Sheets and Webinars

bit.ly/ISFwebinars

Fact Sheets Created by the Pacific Southwest MHTTC

Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration

Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 101:
 AN INTRODUCTION

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
 OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2016) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

- Interconnected Systems Framework 101** provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.
- Interconnected Systems Framework 201** describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support (MTSS).
- Interconnected Systems Framework 301** describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

pacificsouthwest@mhttnetwork.org | (844) 856-1749 | www.MHTTCnetwork.org

Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration

Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 201:
 WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
 OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the second of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Interconnected Systems Framework (ISF) is an implementation framework developed by national leaders in the fields of PBIS and School Mental Health to advance a more effective and efficient system of social emotional and behavioral health in schools. Recognizing the shared contributions and values of both PBIS and SMH, the interconnected approach is a process guided by key stakeholders with authority to develop a unified response that specifically addresses the needs of the population they serve. Leaders engaged in the integrated process are guided by the core features of a multi-tiered system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the core features of an ISF approach.

ISF Applies the Core Features of MTSS
 The ISF enhances the multi-tiered system of support (MTSS) core features to intentionally include and integrate mental health and wellness. This is accomplished through the inclusion of a broader range of partners, a wider scope of data, and the expansion of interventions to address internalizing mental health issues such as anxiety, depression and trauma. Applying the MTSS features systematically to the expanded continuum of interventions is a deliberate and defining aspect of the ISF process. The following brief provides a short description of how each MTSS feature is enhanced and positioned within the ISF and considerations for getting started.

- An Integrated Team Process**
 Leadership teams are key to implementation of evidence-based practices (EBPs) in school systems. But too many teams can decrease the system's ability to work efficiently. Since social/emotional health is a critical part of reaching academic outcomes, one of the key elements of effective implementation is to establish one set of integrated teams.

Within an integrated approach, the District and Community/Leadership Team makes funding and personnel decisions and explicitly describes the roles and function of teams in a Memorandum of Understanding or service agreement. This allows financial support and district commitment for school and community providers to operate as one team.

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

pacificsouthwest@mhttnetwork.org | (844) 856-1749 | www.MHTTCnetwork.org

Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration

Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 301:
 INSTALLING AN INTEGRATED APPROACH

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
 OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the third of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The ISF is offered as an option to address the inefficiencies of co-located systems and social, emotional, behavioral programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the steps to installing an integrated approach at the District/Community Level.

Installation Process:
 District and Community Leadership
 Adopting and installing an interconnected system ideally involves layered implementation from the state to the local level. This layered implementation happens simultaneously across both state and districts, with school staff providing feedback to district level staff and districts providing input and guidance to state level staff.

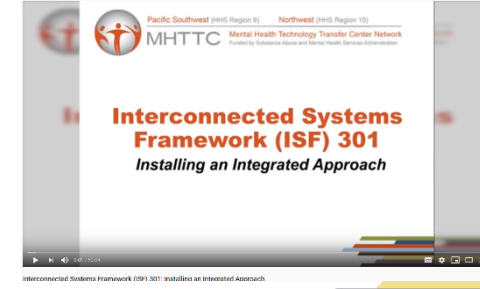
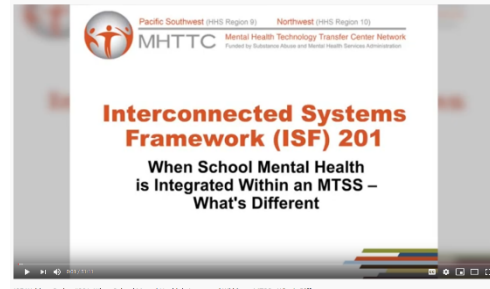
- State systems model and support district level alignment efforts
- Districts organize the partnerships and administrative components needed to guide effective integration at each school building

Many states also use regional or county structures for providing support to districts engaged in the integration of PBIS and mental health. State, district, and school teams benefit from this symmetry across organizational levels as consistent policy, funding, systems alignment, and workforce structures support a solid foundation for sustainable change. Because the unit of implementation of an ISF is most transformative at the local level, we will detail the installation process at the district/community and school levels. Implementers who have a role at the regional or state level can extrapolate the concepts presented for district/community leaders and apply the logic and the tools within their systems.

The purpose of the installation phase is to allocate or reallocate resources to initiate innovation. People who have the authority to allocate resources are identified, awareness activities are taking place and roles, functions, and overall organizational structure are carefully analyzed.

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

pacificsouthwest@mhttnetwork.org | (844) 856-1749 | www.MHTTCnetwork.org



ISF Webinar Series #201: When School Mental Health is Integrated Within an MTSS - What's Different

Interconnected Systems Framework (ISF) 301: Installing an Integrated Approach

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide



By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman

Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, Midwest PBIS Network
Susan Barrett, Old Dominion University
Nicholas Scheel, University of South Florida
Ami Flammini, Midwest PBIS Network
Katie Pohlman, Midwest PBIS Network

The purpose of this brief 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).

Context

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

New Resources with Social Emotional/Mental Health Focus

www.pbis.org