Integrating Trauma-Informed Approaches within School-Wide Systems of PBIS

Lucille Eber Ed.D
Midwest PBIS Network and National PBIS TA Center Partner
lucille.eber@midwestpbis.org
BIG Ideas:

• Mental Health: Childhood trauma & its prevalence
• Trauma’s impact on development & learning
• Trauma-informed practice & trauma-sensitive schools
• Using the MTSS/PBIS Framework: Interconnected Systems Framework
  – Examples
  – SPARCS
NPR

The Silent Epidemic: The Mental Health Crisis in our Schools

published on-line September 7, 2016
NPR Story Conclusion:

In Schools, Mental Health should be EVERYONE’s Job
It Takes a *System*...

.....that builds system capacity for advanced tiers
Why use the PBIS framework for trauma-sensitive schools?

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

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

- Predictable
- Consistent
- Positive
- Safe
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%

• Students
• Staff
• Parents/Families
EBP = Teaching Skills
(same for social/emotional as for academics)

1. Define simply
2. Model/demonstrate with range of examples
3. Practice in range of natural settings
4. Monitor & provide positive feedback & reinforcement
   - Based on data, adjust instruction & reteach
Core Features of MTSS:

• Team based leadership and coordination
• Evaluation of implementation fidelity
• Continuum of evidence-based practices
• Continuous data-based progress monitoring and decision-making
• Comprehensive universal screening
• On-going professional development including coaching with local content expertise
Advantages of PBIS Framework

• Promotes effective decision making
• Improves climate & learning environment
• Changes adult behavior
• Reduces punitive approaches
• Reduces OSS and ODRs
• Improves student academic performance
Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved Social Emotional competence


Partnerships are needed:

• One in 5 youth have a MH “condition”
• About 80% of those get no treatment
• School is “defacto” MH provider
• Juvenile Justice system is next level of system default
• Suicide is 2nd leading cause of death among young adults
• Factors that impact mental health occur ‘round the clock’
• It is challenging for educators to address the factors beyond school
• It is challenging for community providers to address the factors in school
Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

Editors: Susan Barrett, Lucille Eber and Mark Weist

pbis.org
csmh.umd.edu
IDEA Partnership NASDSE
Development of ISF

• 2002-2007: Site Development with PBIS Expansion (informal and independent)
• 2005: CoP focus on integration of PBIS and SMH
• 2008: ISF White Paper: formal partnership between PBIS and SMH
• 2009- 2013 Monthly calls with implementation sites, national presentations (from sessions to strands)
• 2009-2011 Grant Submissions
• June 2012- September 2013 ISF Monograph
• Monograph Advisory group
• 2015: ISF Learning Community, SOC Webinar Series
• 2016: RCT Grant awarded
• 2016: Targeted Work Group Webinars (8)
• 2017: Targeted Work Group Webinars continuing
The Interconnected Systems Framework (ISF)

How Multi-Tiered Systems of Support (MTSS) can enhance mental health in schools

Installing MH through MTSS in Schools
- Systems
- Data
- Practices
1. Single System of Delivery

2. Access is NOT enough

3. Mental Health is for ALL

4. MTSS essential to install SMH
ISF Defined

Structure & process for education & mental health systems to interact in most effective & efficient way …

… guided by key stakeholders in education & community mental health systems …

… who have the authority to reallocate resources, change role and function of staff, & change policy
Core Features of an Interconnected System

- **Effective teams** that include community mental health providers
- **Tiered Prevention** logic using **Data-based** decision making
- **Early access** through use of comprehensive screening
- Formal processes for the selection & implementation of **evidence-based practices** (EBP)
- **Rigorous progress-monitoring** for both fidelity & effectiveness
- Ongoing PD including **coaching** at both the
ISF Defined

- Tiered prevention logic
- Cross system problem-solving teams
- Use of data to decide which evidence-based practices to implement
- Progress monitoring for both fidelity & impact
- Active involvement by youth, families, & other school & community stakeholders
Alignment: Defined

• **Alignment:**
  – “To be in precise adjustment or correct relative position”
  – “The proper positioning of parts in relation to each other.”

• **Organizational Alignment**
  – The simultaneous implementation of multiple initiatives with efficiency and effectiveness.
Why Alignment is Important

• New emphasis on “sustainability” and “efficiency” have heightened attention on the need for effective *systems of alignment*.

• “One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) *compete with resources* needed for sustained implementation or (b) *contradict* existing initiatives.”

  McIntosh (2015)
What is trauma?

Trauma refers to extreme or chronic stress that overwhelms a person’s ability to cope & results in feeling vulnerable, helpless & afraid

– Can result from one event or a series of events
– Event(s) may be witnessed or experienced directly
– Experience is subjective
– Often interferes with relationships; self regulation; & fundamental beliefs about oneself, others & one’s place in the world
Do you have students with these experiences?

**Simple trauma**
- Serious accident (e.g., auto)
- Disaster (e.g., tornado, house fire)
- Physical or sexual assault

**Complex/developmental trauma**
- Witness to domestic violence
- Physical, emotional or sexual abuse
- Neglect
- Homelessness
- Living in homes with family members with untreated mental illness or substance abuse
- Having a family member serving overseas in the military

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

Source: Washington State Family Policy Council
Trauma & Brain Development

Typical Development
- Cognition
- Social/Emotional
- Regulation
- Survival

Developmental Trauma
- Cognition
- Social/Emotional
- Regulation
- Survival

Adapted from Holt & Jordan, Ohio Dept. of Education
Trauma affects learning

- Adversely affects students’ ability to ...
  - Acquire language & communication skills
  - Understand cause & effect
  - Take another person’s perspective
  - Attend to classroom instruction
  - Regulate emotions
  - Engage the curriculum
  - Utilize executive functions
    - Make plans
    - Organize work
    - Follow classroom rules

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success (Wolpow et al, 2009)
Trauma affects school performance

- Lower scores on standardized achievement tests (Goodman et al, 2011)
- Substantial decrements in IQ, reading achievement & language (Delaney-Black et al, 2002)
- 2.5x more likely to be retained (Grevstad, 2007; Sanger et al, 2000; Shonk et al, 2001)
- Suspended & expelled more often (Grevstad, 2007; Sanger et al, 2000; Shonk et al, 2001)

Daniel & Zarling (2012)
Trauma changes our physiology
fight, flight or freeze response

Noticeable Effects
• Pupils dilate
• Mouth goes dry
• Muscles tense
• Heart pumps faster
• Breathing rate increases
• Chest pains
• Palpitations
• Perspiration
• Hyperventilation

Hidden Effects
• Brain prepares body for action
• Adrenaline released
• Blood pressure rises
• Liver releases glucose to provide energy for muscles
• Digestion slows or ceases
• Cortisol released (depresses immune system)
What if this bear walked into this room right now?

- How are you feeling?
- What are you going to do?
  - Flee?
  - Fight?
  - Freeze?
- Are you listening to the presentation?
- Critical learning – to many students impacted by trauma, adults are “bears” that sometimes are very dangerous.
Misreading cues

Young children impacted by trauma spend much time in a low-level state of fear learning to read adults’ non-verbal cues to keep themselves safe

– Their safety depends upon knowing when an adult becomes a “dangerous bear”

Student may not interpret innocent or neutral looks, actions, & touches from others at school as benign

– Difficult for student to re-learn these cues as meaning different things in different environments

Adapted from Chris Dunning
Impact on student’s view of world

Typical Development vs. Developmental Trauma

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

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

- These students may be in a persistent physiological state of alarm
  - (constant “yellow alert”)
- Likely to be more reactive than peers, as external stressors are introduced (e.g., complicated task at school, disagreement with a peer)
  - Fight, flight, freeze
- Over-reading possibility of threat leads to lower brain functioning & impulsive acts
  - e.g., striking out physically or verbally, leaving the classroom, shutting down
- Student views his/her actions as defensive & justified

Adapted from Chris Dunning
Key Triggers for Students Impacted by Trauma

- Lack of personal power or control
- Unexpected change
- Feeling threatened or attacked
- Feeling vulnerable or frightened
- Feeling shame
- Positive feelings or intimacy

Triggers can be internal and/or external
Trauma & behavior

Behavior is the language of trauma, especially for children

– Most children lack the language skills to describe how they are feeling, so behavior is their expression

– Most expressive behaviors used by these children are considered “negative”
  • Reactive, impulsive, aggressive, withdrawn, defiant
  • Other behaviors – perfectionistic, lack of trust in adult & peer relationships

– Many of the most challenging behaviors are strategies that have helped the child to survive abusive or neglectful situations & have been generalized to other environments (e.g., school)

Adapted from Chris Dunning

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success (Wolpow et al, 2009)
How do we see these students?

**Uninformed view**
- Anger management problems
- May have ADHD
- *Choosing* to act out & disrupt classroom (e.g., disrespectful or manipulative)
- Uncontrollable, destructive
- Non-responsive

**Uninformed response**
- Student needs consequences to correct behavior or maybe an ADHD evaluation

**Trauma-informed view**
- Maladaptive responses (in school setting)
- Seeking to get needs met
- Difficulty regulating emotions
- Lacking necessary skills
- Negative view of world (e.g., adults cannot be trusted)
- Trauma response was triggered

**Trauma-informed response**
- Student needs to learn skills to regulate emotions & we need to provide support

Adapted from Daniel & Zarling (2012)
The needed perspective shift

“What’s wrong with you?”

“What happened to you & how can we help?”
Teacher responses to student outburst

“Ashley just transferred into my 5th grade classroom after being placed in foster care. I wanted to make her feel welcome. I moved to put my hand lightly on her shoulder when I was explaining an assignment & she slapped my hand away. Then she stared at me defiantly.”

– Teacher response #1 – teacher-centered
– Teacher response #2 – student-centered
“Why she just decided to slap me is beyond me. I was trying to be helpful & welcoming. Her reaction was totally out of proportion to the situation. Physical aggression simply cannot be tolerated or excused. She needed to learn that right away. There had to be immediate & significant consequences if I’m to maintain order in my classroom. When I tried to remove Ashley to the office, she just lost it. Instead of complying, she chose to struggle & started kicking me. I don’t like to see students suspended from school, but Ashley needs to learn that she cannot behave that way in school.”
Trauma-informed teacher response

“I must have frightened Ashley without meaning to. It’s clear she does not want to be touched. She may have other triggers, as well. Right now she is hyper-aroused & feels cornered. If I put any extra demands or expectations on her right now, she could escalate & that will just make the situation worse. I told Ashley we would talk about what just happened when she calms down. I need to help her feel safe or she won’t be able to learn in my classroom. I know it’s common for kids in foster care to have trauma. I need to find out more about what her needs are, maybe from her school records or from her foster parents & the caseworker. If I need to, I’ll contact our Building Consultation Team for support.”
Cues to Use “Alternative Behavior Lens”

- Known history of potentially traumatizing events or traumatic stress
- Behavioral responses are rapid &/or disproportionately intense given the stimulus
- Traditional approaches & responses not successful
  - Efforts to teach alternative behaviors not working
  - Rewards/consequences are activating
- Traditional FBA approach not successful
  - Antecedent behaviors & patterns hard to identify (i.e., no pattern to where & when behavior occurs & who is present)
  - Function of behavior may be neurological & not observable (i.e., not outcome driven)

Adapted from Zivsak, Vidimos, & Mack
Trauma-sensitive schools

recognize the prevalence & impact of traumatic occurrence in students’ lives &

create a flexible framework that provides universal supports, is sensitive to the unique needs of students & is mindful of avoiding re-traumatization.

Adapted from Helping Traumatized Children Learn
Using the PBIS Framework to Support the Learning of Students Affected by Trauma

Tier 1 – Universal strategies & instruction for all students
Tier 2 – Additional supports for students with milder symptoms of trauma or in high-risk groups
Tier 3 – Intensive & ongoing interventions for students deeply impacted by trauma

*TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.

TIC Values are from Fallot & Harris, Community Connections, [www.ccdc1.org](http://www.ccdc1.org)

**Key Areas**
- Academics
- Assessment & screening
- Behavioral supports
- Cognitive skills
- Community partnerships
- Crisis prevention & response
- Educator capacity
- Emotional & physiological regulation
- Environment, culture & climate
- Leadership
- Parent & caregiver involvement
- Policies
- Relationships
- Social-emotional learning

WI Department of Public Instruction Trauma-Sensitive Schools Resources
[http://sspw.dpi.wi.gov/sspw_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)
Which Tier?
Depends on your Data

**Tier 3 – Intensive** mental health supports designed to meet the unique needs of **students who already display a concern or problem.**

**Tier 2 – Targeted** mental health supports provided for **groups of students identified as at risk** for a concern or problem.

**Tier 1 – Universal** supports that all students receive. **Promoting wellness & positive life skills can prevent or reduce** mental health concerns or problems from developing.
EBP = Teaching Skills
(same for social/emotional as for academics)

- Define simply
- Model/demonstrate with range of examples
- Practice in range of natural settings
- Monitor & provide positive feedback & reinforcement
- Based on data, adjust instruction & reteach
### Teaching Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playgrounds</th>
<th>Classroom</th>
<th>Library/Computer</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
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<td>Be on task.</td>
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<td>best effort.</td>
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<td>Be prepared.</td>
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<td><strong>Safe</strong></td>
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<td>Be kind.</td>
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<td>Hands/feet</td>
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<td>to self.</td>
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<td>Help/share</td>
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<td>with others.</td>
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<td><strong>Responsible</strong></td>
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<td>Be kind.</td>
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<td>Use normal</td>
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<td>voice volume.</td>
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<td></td>
<td>Walk to right.</td>
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</tbody>
</table>

### INCORPORATE Trauma Informed Strategies

#### Classroom

- Use your words
- Use safe hands

#### Assembly

- Whisper
- Return books
- Listen/watch
- Use appropriate applause
- Whisper
- Stay in your seat

#### Bus

- Watch for your stop

### Rules or Specific Behaviors

#### 1. Expectations

- Be on task.
- Give your best effort.
- Be prepared.
- Use normal voice volume.
- Include others.
- Share equipment.
- Walk to right.

#### 2. Natural Context (Location)

- Use Calming Strategy

- Self Check
- Use Calming Strategy

#### 3. Rules or Specific Behaviors

- Ask for help
- Connect with Safe Person

- Push in chairs.
- Treat books carefully.
- Pick up.
- Treat chairs carefully.
- Wipe your feet.
# Time Out of Class Form

**Name:** 

**Date:** 

**Time:** 

**Teacher:** 

**Grade:** K 1 2 3 4 5 6 7 8

**Referring Staff:** 

**Location**

- Playground
- Cafeteria
- Bathroom
- A
- B
- C
- Hallway
- Arrival/Dismissal
- Classroom
- Other ________

**Others involved in incident:** None Peers Staff Teacher Substitute

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Major Problem Behavior</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Abusive language</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Fighting/ Physical</td>
<td>Obtain adult attention</td>
</tr>
<tr>
<td>Defiance</td>
<td>aggression</td>
<td>Obtain items/activities</td>
</tr>
<tr>
<td>Disruption</td>
<td>Defiance/Disrespect</td>
<td>Angry Peer(s)</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Harassment/Bullying</td>
<td>Adult</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Dress Code</td>
<td>Adult task or activity</td>
</tr>
<tr>
<td>Tardy</td>
<td>Inappropriate Display</td>
<td>Not sure</td>
</tr>
<tr>
<td>Electronic Violation</td>
<td>Electronic Violation</td>
<td>Nurse</td>
</tr>
<tr>
<td>Other _________________</td>
<td>Lying/ Cheating</td>
<td>School Counselor</td>
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<td></td>
<td>Skipping class</td>
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<td></td>
<td>Other _________________</td>
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</tbody>
</table>

**Administrative Decision/Time Out of Class:** ________

- Loss of privilege
- Time in office
- Conference with student
- Parent Contact

<table>
<thead>
<tr>
<th>Individualized instruction</th>
<th>In-school suspension (_____ hours/days)</th>
<th>Out of school suspension (_____ days)</th>
<th>Other _________________</th>
</tr>
</thead>
</table>

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

- Whole group instruction
- Small group instruction
- Individual work
- Working with peers
- Alone
- 1-on-1 instruction
- Interacting with peers
- Other: Please identify below
A Changing Landscape for Screening

• Increase in use of screening tools to supplement existing data (discipline, attendance, academic data); less use of systematic screening beyond Tier 1

• PBIS/MTSS/RTI typically use basic behavior screeners with an increasing use of both internalizing/externalizing scales

• SMH implementers have been introducing specific MH screeners (i.e. anxiety depression) although typically at Tier 2
Ask the Families!
Parent Screener for **ALL** students transitioning to Middle school

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**School Readiness Check-In**
Welcome to the new school year!
We’re checking in with you to learn about your student’s strengths and needs for support at school.
By answering these questions, you can help us start the year off right!

<table>
<thead>
<tr>
<th>Please rate your student in the following areas</th>
<th>Doing Great</th>
<th>Some Concern</th>
<th>Serious Concern</th>
<th>Need Support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating with adults</td>
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<tr>
<td>Behaving well at school</td>
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<tr>
<td>Getting grades that are appropriate for his/her skills</td>
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<tr>
<td>Having good relationships with other students</td>
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<tr>
<td>Following classroom rules</td>
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<tr>
<td>Focusing and staying on task in class</td>
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<tr>
<td>Completing homework and assignments on time</td>
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<tr>
<td>Showing up on time to school or other activities</td>
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<tr>
<td>Avoiding tasks that seem difficult or challenging</td>
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<tr>
<td>Spending time with students who break school rules</td>
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<tr>
<td>Getting depressed, anxious, or irritable</td>
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<td>Getting easily distracted by other kids</td>
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<tr>
<td>Needing structure and supervision to stay on task and behave well</td>
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<tr>
<td>Liking attending school</td>
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</table>

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Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/
The Need to Be Plan-ful

Implementation occurs in stages

- Exploration-Adoption
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
3-Tiered System of Support

Necessary Conversations (Teams)

**Universal Team Meeting**
- Plans schoolwide & classroom supports

**Secondary Systems Team Meeting**
- Uses process data; determines overall intervention effectiveness

**Problem Solving Team Meeting**
- Standing team; uses FBA/BIP process for one student at a time

**Tertiary Systems Team Meeting**
- Uses process data; determines overall intervention effectiveness

**Universal Support**

**Check-In Check-Out**

**Skills Groups**

**Group with individual feature**

**Brief FBA/BIP**

**Brief FBA/BIP**

**Complex FBA/BIP**

**Wraparound**
Coordinator vs. Facilitator

Coordinator

Organizes &/or oversees the specific interventions such as CICO, S/AIG & Group with Individual Features

Roles include: scheduling meetings, review & collect data to share during team meetings, etc…

Facilitator

Directly provides intervention support services to youth & families

Roles include: meeting with students for CICO, running groups
## School Name: ____________________________

**Total School Population as of October 1:**

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
<th>Individualized Check-in/Check-Out, Groups &amp; Mentoring</th>
<th>Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)</th>
<th>Complex FBA/BIP</th>
<th>Person Centered Planning (Wraparound, RENEW, Family Focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
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<td>July</td>
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</tbody>
</table>

**Data-based Decision-rules for defining “response to intervention”:** Please list below your data-based decision-rule(s) to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to **Check-in Check-out (CICO):**

Responding to **Social/Academic Instructional Groups:**

Responding to **Individualized CICO, Groups & Mentoring:**

Responding to **Brief FBA/BIP:**

Responding to a **Complex FBA/BIP:**

Responding to **Person Centered Planning:**
**Social/Academic Instructional Groups**

<table>
<thead>
<tr>
<th>Group 1 Name:</th>
<th>Group 2 Name:</th>
<th>Group 3 Name:</th>
<th>Group 4 Name:</th>
<th>Group 5 Name:</th>
<th>Total for Social/Academic Instructional Groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
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<td># Students Participating</td>
<td># Students Responding</td>
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</tbody>
</table>

Data-based Decision-rule/s for defining “response to intervention”:

- Responding to Group 1:
- Responding to Group 2:
- Responding to Group 3:
- Responding to Group 4:
- Responding to Group 5:

**Individualized CICO, Group with Individualized Feature, & Mentoring**

<table>
<thead>
<tr>
<th>Type/Name 1:</th>
<th>Type/Name 2:</th>
<th>Type/Name 3:</th>
<th>Type/Name 4:</th>
<th>Type/Name 5:</th>
<th>Total for 3rd Type of Tier 2 Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
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<td># Students Responding</td>
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</tbody>
</table>

Data-based Decision-rule/s for defining “response to intervention”:

- Responding to Type 1:
- Responding to Type 2:
- Responding to Type 3:
- Responding to Type 4:
- Responding to Type 5:
Quick Review: Skill-based Instructional Groups

Selection into groups should be based on youths’ reaction to life circumstance, not existence of life circumstances (e.g., fighting with peers, not family divorce).

Goals for improvement should be common across youth in same group (e.g., use your words).

Data should measure if skills are being used in natural settings, not in counseling sessions (transference of skills to classroom, cafeteria, etc.).

Stakeholders (teachers, family, etc.) should have input into success of intervention (e.g., Daily Progress Report).
Choosing or Designing Group Interventions

- Choose & modify lessons from pre-packaged material based on the skill needed for the group

  and/or

- Use already created universal behavior lesson plans or create lesson plans (Cool Tools) to directly teach replacement behaviors
**Daily Progress Report (DPR) Sample**

NAME:______________________  DATE:__________________

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

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

**Total Points**

**Teacher Initials**

Adapted from Grant Middle School STAR CLUB
Daily Progress Report (DPR) Sample

NAME:______________________  DATE:__________________

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

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<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
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</tr>
<tr>
<td>Walk to class</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Keep hands to self</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Use appropriate language</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Raise hand to speak</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Bring materials</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fill out assignment notebook</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Total Points

Teacher Initials

Adapted from Grant Middle School STAR CLUB
## Daily Progress Report (DPR) Sample

NAME:______________________  DATE:__________________

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

<table>
<thead>
<tr>
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<th>3rd block</th>
<th>4th block</th>
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</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Use your words</td>
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<tr>
<td>Use deep breathing</td>
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<tr>
<td><strong>Be Respectful</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Keep arm’s distance</td>
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<tr>
<td>Use #2 voice level</td>
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<tr>
<td>when upset</td>
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<tr>
<td><strong>Be Responsible</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Ask for breaks</td>
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<tr>
<td>Self-monitor with DPR</td>
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<tr>
<td>Total Points</td>
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<tr>
<td>Teacher Initials</td>
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</tbody>
</table>

Adapted from Grant Middle School STAR CLUB
Where do specific “MH” Interventions Fit?

That depends on the data of the school & community

Examples of Expanded View of Data

- Child welfare contacts
- Violence rates
- Incarceration rates
- Deployed families
- Homeless families
- Unemployment spikes
A Trauma-Informed Intervention - SPARCS?

Structured Psychotherapy for Adolescents Responding to Chronic Stress

Facilitation Techniques for Instructional Groups

- Psychoeducation – Skill-based
- Role-Play
- Group Discussion
- Games
- Experiential Instruction
- Teambuilding/Group Cohesion
A Typical SPARCS Session

- Check-in
- Practice from last session
- Mindfulness exercise
- Session-specific content & activities
  - Example: Bottle about to Burst
- Check-out
- Remind to practice

Schools & Community Mental Health: A True Collaboration

“Upper Tier 2” intervention
- We sit on the Tier 2 team
- School staff identify students
- School staff make initial contact with parents/guardians
- We screen & assess students
- Co-facilitate SPARCS groups
SPARCS Evidence-Informed

- Exhibit Functional Impairment
- 16 Sessions 1 hour each
- Adolescents 12 – 21 years old
- Chronic Stress
- History of Trauma
Research: SPARCS

National Child Traumatic Stress Network
Empirically Supported Treatments &
Promising Practices List

http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices

– Clinical & anecdotal evidence
– Research Evidence
– Outcomes


http://sparcstraining.com/index.php
Students who might benefit from SPARCS

- Affect & Behavioral Regulation: “I get upset over the smallest things & I don’t know how to calm down.” “Why wouldn’t I get high? What’s the point of staying sober?”
- Attention/Consciousness: “My teachers always say that I don’t seem to hear the directions & I don’t know what’s going on when they call on me.”
- Self-Perception: “I can’t do anything right; nothing I do ever works out.”
- Relationships: “I’ll beat the crap out of anyone who tries anything with me; I’m not letting anyone disrespect me.”
- Somatization: “I’ve had stomachaches and headaches ever since I can remember.”
- Systems of Meaning: “You’re born, you die, what’s the big deal?”
Complex Trauma Domains

- Emotional & Behavioral Regulation
- Attention/Consciousness
- Self-Perception
- Relationships
- Somatization
- Systems of Meaning

## SPARCS’ Goals: The 4 Cs

<table>
<thead>
<tr>
<th>Cultivate Awareness</th>
<th>Cope More Effectively in the Moment</th>
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<tbody>
<tr>
<td>Create Meaning</td>
<td>Connect with Others</td>
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</table>

Impact

- Reductions in problem behavior
- Improvements in attendance
- Improvements in grades
- Students “recruiting” other students
- Students who completed intervention supporting other students
Students Sharing Impact of SPARCS... their words ...
What skills did you learn in SPARCS that you now use in your daily life?

“Helps me slow down before I act”

“I think about some of the activities we do in group such as the bottle about to burst”

“I am able to help my friends think before they act”
Question 2

What did you like about SPARCS?

• “I learned things about myself”

• “I felt a part of the group & knew that what I said would stay in the group”

• “I learned to negotiate with my mom instead of arguing with her or walking out”
Question 3

What suggestions do you have to improve SPARCS?

“Have more kids be a part”

“Be able to be a part of the group in the second semester”
Question 4

Would you recommend SPARCS to other students? If so, why?

- “It really helped me”
- “You learn new ways of dealing with your anger”
Technical Guide for Alignment of Initiatives, Programs, Practices in School Districts

The Alignment Process

• **Section I. Assessment of Current Initiatives**
  • Coordinate and lead alignment process with an executive level team.
  • Define the valued outcome(s) to be achieved.
  • Develop an inventory of the related initiatives that are currently implemented across the district.
  • Has the team identified the core system features for initiatives targeted for alignment?
  • Analyze and make decisions for alignment of initiatives.
  • Design the plan for effective alignment including implementation, evaluation and professional development.

• **Section II. Team adopts a formal process for adding new initiatives**
  • For any new initiatives being considered, determine their “fit”, including evidence-base among other initiatives.
  • If team determines new practice/initiative is to be adopted, team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.
Steps for Effective Alignment

**Why**
- Define **student outcomes** (and how they will be measured)
  - What are the benefits for students/ families?

**Who**
- Identify the **Organizational Unit** with authority to lead alignment
  - Team/person with knowledge of how to achieve organizational impact.
  - Team/person with budget authority for all initiatives to be aligned
  - Team/person with access to “content knowledge” of the initiatives

**What**
- Define **what** will be aligned?
  - What are the initiatives being considered?

  - Conduct a “**core features**” summary for each initiative
    - What are the features of an effective environment if the initiative “works”?
    - What systems support all initiatives?

  - Use core features to define **ONE fidelity measure**
    - Build measure around core features, and core practices

**How**
- Build a **single model** for professional development
  - Organize personnel development around acquisition and implementation of core features
  - Determine sequential versus simultaneous implementation.
  - Build organizational systems as well as specific practices

- Resolve **logic model conflicts**
  - Define what is acceptable

- **Implement, assess, adapt**
  - Assume you will need to adjust to get effective implementation.