

NCIOM ESSENTIALS FOR CHILDHOOD WORKING GROUP ON TRAUMA- INFORMED PRACTICES

EVALUATION CONSIDERATIONS

Overview

- Constructs
 - Available measures
 - Existing administrative data
- Design
 - Comparison groups?
- Challenges / Barriers
- Informing sustainability



SCHOOL-LEVEL CONSTRUCTS

- Readiness
- Overall trauma sensitivity
- School climate
- Community collaboration
- Discipline rates and disparities
- Academic achievement

Readiness



- District leaders support this work
- School Principals are engaged, invested, and enthusiastic about beginning a school-wide process
- School staff awareness of need and interest in addressing it, openness to trauma information

Overall Trauma Sensitivity

- Functional assessments with components rated in one of four categories: e.g., fully in place, partially in place, minimally in place, not in place
- Several model-specific measures
 - Compassionate Schools Matrix Assessment (11)
 - Trauma-Sensitive School Checklist (26)
 - Wisconsin Trauma-Sensitive Schools Fidelity Tool (29)
- Follow-up questions
 - What is your evidence?
 - What are your questions?
 - What barriers exist?
 - Potential solutions? Next steps?



CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
<p>Understanding:</p> <ul style="list-style-type: none"> • The experiences we have in our life shape neural pathways and overall brain health and how we respond to the world around us. • That each student comes to school with different life experiences that will influence how they behave, learn, and develop. • The potential impact that trauma and adversity can play on a student's ability to 	<ul style="list-style-type: none"> • Staff seeks knowledge about the effects of trauma on learning. It is common practice across all staff members in the school including administrators, custodians, food preparation and service staff, bus drivers, coaches, front office staff, and all staff that come into contact with students. • They include community stakeholders in providing and participating in training. • There are frequent and 	<ul style="list-style-type: none"> • A majority of staff may seek knowledge about the effects of trauma on learning school job categories. • Community stakeholders are sometimes included in providing and participating in training. • There are some regularly scheduled trainings, and some staff are encouraged 	<ul style="list-style-type: none"> • Staff seek knowledge about the effects of trauma on learning. It is thought about as a needed strategy. • Limited developmental opportunities are offered throughout the year. • There are few scheduled trainings and some teaching 	<ul style="list-style-type: none"> • There is no evident focus about the effects of trauma on learning. There may be one training opportunity in the year. Only some teaching staff are supported in this work. • There is little or no discussion about implementation of trauma informed

4. Fully Functional Level of Development and Implementation: This component is deeply imbedded in the school's culture. It represents a driving force in the daily work of the school. It is internalized and can survive changes in key personnel.

3. Mostly Functional Level of Development & Implementation: A critical mass has endorsed this component. School has begun to modify their practice as they attempt to implement this component. Structural changes are being made to align with the component.

2. Limited Development or Partial Implementation: An effort has been made to address this component, but the effort has not yet begun to impact a "critical mass."

1. Little or No Development and Implementation: Some staff may be interested in this, but the school has not yet begun to address this component.

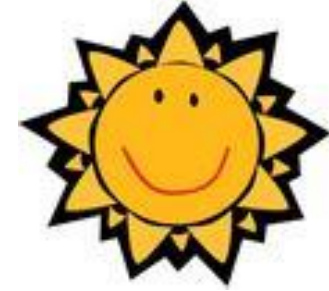
Overall Trauma Sensitivity

Constructs Include:

- Understanding trauma and learning
- Self care
- Safety/assurance of wellbeing
- Cultural competency
- Supportive school climate
- Leadership, policies, and practices
- Classroom strategies and techniques
- Social-emotional skills/Personal agency
- Behavior/emotion regulation
- Positive discipline
- Family partnerships
- Community partnerships / linkages

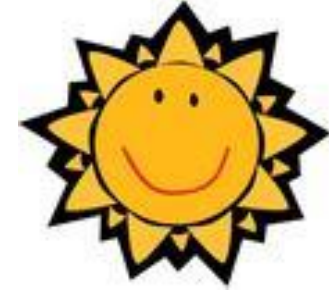


School Climate



- Observer ratings
 - School climate walk (e.g., Baltimore City Public Schools version)
 - Entrance, Physical environment, Student/staff interaction, Transitions, Classrooms, Other spaces
- Teacher/staff ratings
 - ED School Climate Survey for staff (US Dept of Education) (77 items)
 - Extra items for non-instructional staff and principal
 - New Jersey School Climate Questionnaire (57 items)
 - Panorama School Climate subscale (9 items)

School Climate



- Student ratings
 - ED School Climate Survey for students (US Dept of Education) (68 items)
 - Panorama subscales of school safety (6), student-teacher relationships (5), school belonging (5), valuing of school (5)
 - Versions for grades 3-5 and 6-12
- Family ratings
 - ED School Climate Survey for parents (US Dept of Education) (39 items)
 - Panorama School Climate Family version (7 items)

Community Collaboration

- Number of student referrals to community agencies
- Types of community agency connections
- Existing MOUs/MOAs
- Co-location of services
- Community Support and Involvement section of the NC Teacher Working Conditions survey
- Family engagement
 - Family events (and attendance)
 - Family resource center (and usage)
 - PTA and SIT involvement



Administrative Data

- Discipline
 - Discipline strategies
 - Rate of office referrals
 - Rate of suspensions/expulsions
 - Disparities in discipline by race/ethnicity
- Academic achievement
 - Quarterly benchmark data
 - End-of-grade test scores/growth
 - Rate of EC designations
- School attendance
 - Attendance rates
 - Tardy rates



TEACHER-LEVEL

- Knowledge and attitudes
- Satisfaction
- Retention

Knowledge and Attitudes

- Compassionate Schools Staff Pre-Training Survey
 - Trauma knowledge/attitudes (11)
 - Interest in learning about related topics (6)
 - Interest in gaining skills (7)
- Attitudes Related to Trauma-Informed Care (ARTIC) for educators
 - 10-item short form, 35-item complete form, 10-items on implementation
 - Underlying causes of problem behaviors
 - Responses to problem behaviors
 - On-the-job behavior
 - Self-efficacy at work
 - Reactions to the work

Teacher Satisfaction

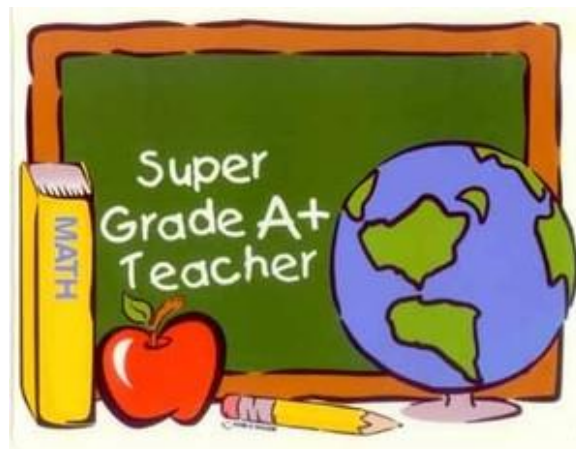
- Professional Quality of Life (ProQOL)
 - 30 items
 - Compassion satisfaction
 - Compassion fatigue

- North Carolina Teacher Working Conditions survey
 - 79 items
 - Use of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, instructional practices and support



Teacher Retention

- Teacher turnover / retention
 - Within the school
 - Within the district
 - Compared with state and district averages



STUDENT-LEVEL

- Social-emotional functioning
- Discipline referrals
- Achievement
- Attendance

Social-Emotional Functioning



- Many validated measures exist
- Devereux Student Strengths Assessment (DESSA)
 - DESSA-mini (8 items) for screening
 - Full DESSA (72 items) for those screening positive
 - Can be used to trigger tiered supports

Administrative Data – child level

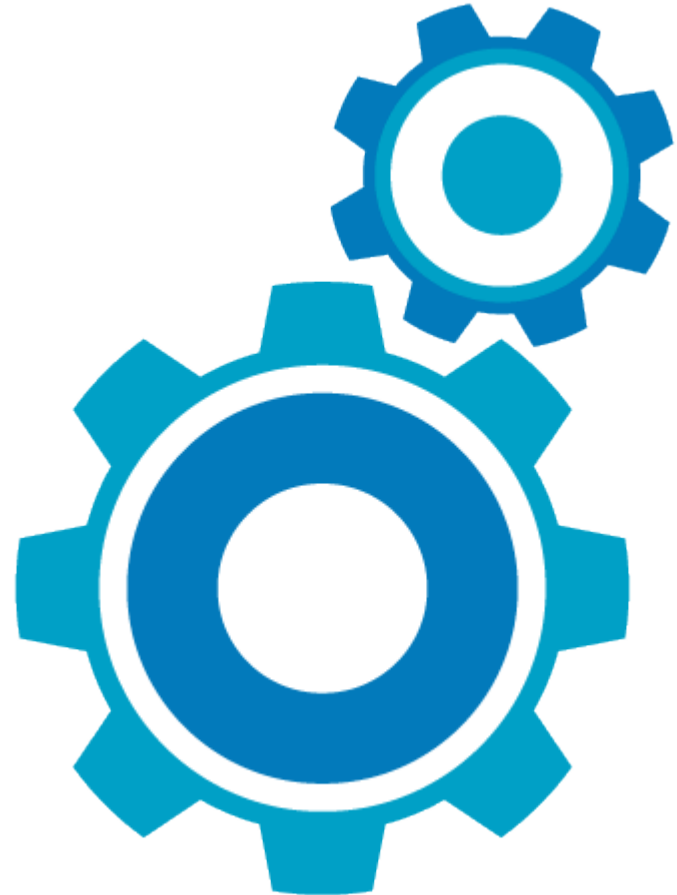
- Discipline
 - Number of office referrals
 - Number of suspensions/expulsions
- Academic achievement
 - Quarterly benchmark data
 - End-of-grade test scores/growth
- School attendance
 - Number of absences
 - Number of tardies

PROCESS DATA

- Qualitative
- Implementation metrics

Process Data

- Focus Groups / interviews
 - Strategies implemented
 - Policy changes
 - Successes
 - Challenges/barriers
 - Satisfaction
- Implementation
 - Meeting frequency
 - Topics covered
 - Action plans developed
 - Small tests of change



Evaluation Issues and Challenges

- Design
 - Comparison groups
 - Stepped-wedge cluster-randomized design
- Data collection
 - Consent process
 - Burden on staff, students, families to complete assessments
 - Data collection resources (time, staff, expertise)
 - Consistency of data definitions, collection, and quality
 - Timing

What promotes sustainability?

- District-level engagement to ensure support from the top
- Multiple champions at each school (doesn't rely on one person)
- Whole-school model, ongoing responsibility lies with every staff member
- Train-the-trainer model, school staff can train new staff members
- Gradual reduction in coaching
- *Data: current definitions/collection methods sufficient?*
 - Cost-benefit
 - Academic achievement / graduation
 - Discipline
 - Teacher satisfaction / retention