Initial Statewide Exploration of Trauma-Informed Efforts in Oregon Schools

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Introduction

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A Trauma-Informed School

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

Background

- Many initiatives happening in Oregon – wide range of scope and inclusiveness of response
- Consistency in systematic implementation?
- Desire to examine program elements, PD opportunities, and implementation approaches
Disclaimers

• Surveys largely completed by individuals with administrative duties
• Survey findings represent a small number of all trauma-informed efforts around the state

Sampling Procedure

• Recruitment
  • Method
    • Meetings/conferences on Trauma-informed Practice (TIP)
    • District Improvement Partnership grantees
  • Timeline – June 2017
• Total responded = 17/25
Implementation Levels

- District
- School
- Community
- Other

Implementation Duration

- District
- School
- Community
- Other

Legend:
- Red: Have not started
- Purple: In the planning stages
- Blue: Just started (3-6 months)
- Green: 6 months to a year
- Orange: 1-2 years
- Yellow: 3-5 years
- Gray: Above 5 years
### Tiers of Support

- **District**
  - Tier 1: Universal support; benefits the largest amount of individuals, or approximately 80% of the population.
  - Tier 2: Classroom/group intervention; selective based on specific group characteristics or approximately 10-15% population.
  - Tier 3: Individualized, intensive support; targeted based on specific individual characteristics (e.g., at-risk), or approximately less than 5% population.

- **Community**

- **School**

- **Other**

### Community Partners

- **District**
  - Community Care Organization (CCD)
  - School-based health center
  - University and/or Community College
  - Culturally responsive organization (e.g., Self-Enhancement, Inc., Latino Network, Juntos)
  - County agency

- **Community**

- **School**

- **Other**

- **State agency**
- **Community organization**
- **Other**
Professional Development (PD) Opportunities

- High variation on the percentage of staff across staff groups
- Types of PD opportunities also varied widely
Overview trainings largely involved bringing in an expert (proprietary source) with continued training over time.

Training Components

One district described public-facing trainings they provided members of the community – dinner and childcare provided.

Organizational Impact
School Implementation
(n=3)

School training models followed a similar process as districts (training over time)

Training Components
Organizational Impact

“We are VERY GOOD at discipline…and that is the problem. It is my goal to ensure policies reflect a trauma-sensitive lens.”

Community Implementation (n=4)
"Our district was part of a 7-district cohort…[which] kicked off 2 years of training all staff and systems change in our district.”

Training Components

"Our trauma-informed implementation has included local mental health providers, DHS, physical health and dental providers, coordinated care organizations, local police department, parents.”

Organizational Impact
Other Implementation Setting

(n=3)

"ALL buildings have done a basic overview, some buildings have done county modules, and some classified attended optional trainings."

Training Components
Organizational Impact

Wonderings

- Coaching
- More all staff training opportunities
- Communication between family and community?
Oregon’s Trauma-Informed Schools Pilot Study

- Three year study
- Tigard HS and Central HS
- Selection Criteria:
  - Multi-Tiered System of Support (PBIS/EBIS)
  - School-Based Health Center
  - Leadership buy-in
  - Willingness to provide data for evaluation

Oregon’s Trauma-Informed Schools Pilot Study

- Goal: Explore replicable implementation elements on TIP
- Trauma-informed School Coordinator
  - On-going support/mini-training for staff
  - Coordinate activities, strengthen community partnership
- Technical Assistance Provider
- Primary and secondary data collection and analysis
- Theory of Action: Attitude shifts before practice change
- Cohort-approach to dissemination of TIP
- Continuous improvement principles and tools (Improvement Science)
- TIP Stages of Change (Missouri Model)
Next steps

- Follow-up with remaining 8 contacts
- Develop semi-structured interviews to understand the contextual variations
  - Consistency in systematic implementation?
  - Desire to examine program elements, PD opportunities, and implementation approaches

Q&A