



Compassionate Schools Learning Collaborative

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- 
- <https://youtu.be/lpaxlemIWkw>



District Change Champion

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Building Change Champion

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- <https://youtu.be/fW8amMCVAJQ>



ASSESSMENT

for Change and Outcomes

- Improve students' feelings of connectedness, academic engagement and adaptive behaviors.
- Evaluate district/school processes and systems.

Why Should Schools Screen and Intervene for Trauma?

- Exposure to traumatic events in childhood is common
 - *ACE Study*: 2/3 reported exposure to at least one event before 18
 - <http://www.cdc.gov/violenceprevention/acestudy/>
 - *National Survey of Children's Exposure to Violence*: 61% of children ages 12-17 had already experienced at least one exposure to some form of violence
 - <http://www.unh.edu/ccrc/projects/natscev.html>
 - *National Survey of Children's Health*: 25% exposed one event; 23% exposed to two
 - <http://childhealthdata.org/learn/NSCH>
- The majority of children don't receive treatment
 - As many as 60-90% of children who need mental health treatment don't receive it

Childhood Adversity and School Performance

- Students with ACEs are more likely to
 - score lower on standardized achievement testing (Goodman et al, 2011)
 - show decrease in IQ, reading achievement and language skills (Delaney-Black et al, 2002)
 - be retained- 2.5 x (Grevstad, 2007; Sanger et al 2000, Shonk et al 2001)
 - Be suspended and expelled (Sanger et al, 2000)
 - be placed in special education services. One study found that children with four or more ACE's were 32 times more likely to be labeled with learning or behavioral problems than a child with no ACE's. (Burke Harris, 2011)

Toxic Stress: Social, Emotional and Behavioral Indicators

● Social/Emotional

- Difficulty taking someone else's perspective
- Can't modify behavior in response to social cues
- Social isolation- challenge navigating social relationships
- Poor emotional regulation

● Behavioral

- Somatic complaints
- Demonstrate impulsivity, aggression, defiance, withdrawal
- Alcohol, tobacco and other drug use: vulnerable to early initiation
- Develop formal mental health disorders: depression (including suicide), PTSD



Screening for Relationships and Belong:

Connect the Dots



Screening to Mediate Risk and Vulnerability:

Behavior Intervention Monitoring
and Assessment System

Assessment for Prevention and Intervention Strategy

- Multiple Gating Technique

Gate #1: CAST A WIDE NET – Ratings of student behavior.

Gate #2: REFINES THE “CATCH” – Grade-level PLCs rank and prioritize.

Gate #3: IDENTIFY THOSE MOST VULNERABLE – Observations, discipline history, interviews, prior response to interventions.

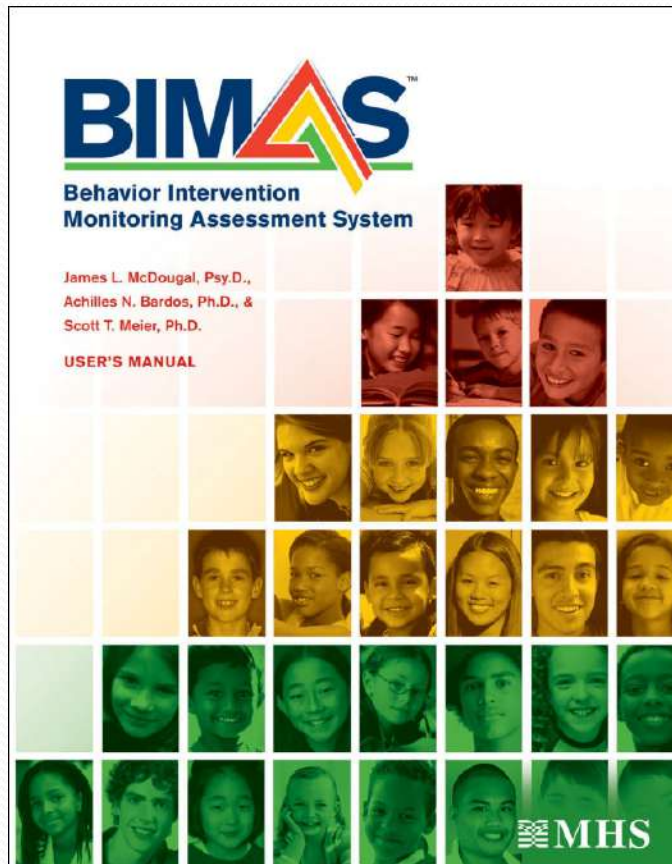
(Minke, 2012)

Screening Tools

- Behavior and Emotion Screening System (BESS), Pearson Clinical
- Strengths and Difficulties Questionnaire (SDQ)
- Teacher-developed measure

Hamilton	Subject:	math/science										
Stealing	Lying, Cheating, Sneaking	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviors	Arrives Tardy	Does Not Complete Assignments	Disrupts Class	Unprepared for Class	TOTAL	
0	0	0	0	0	3	0	0	2	0	1	6	
1	2	0	2	3	1	0	0	0	1	0	10	
0	0	2	2	1	2	2	0	0	2	0	11	
0	0	0	0	2	2	0	0	1	1	0	6	
2	2	2	0	3	1	2	2	3	2	2	21	
0	0	0	0	1	0	0	0	2	1	1	5	
0	0	1	0	2	0	2	2	3	3	2	15	
0	0	1	0	1	0	0	0	0	2	1	5	
0	0	0	0	1	0	0	0	1	0	2	4	
0	0	0	0	2	0	0	0	0	0	0	2	
0	0	1	0	1	0	0	0	2	2	2	8	
0	0	3	0	1	2	2	0	0	3	0	11	
0	0	2	0	2	1	0	3	2	2	2	14	
0	1	2	0	3	2	0	3	3	3	3	20	
0	0	1	0	2	2	0	0	2	2	0	9	
2	2	3	2	3	2	2	3	3	3	3	28	

Behavior Intervention and Monitoring Assessment System



BIMAS Standard (34 items):

Behavioral Concerns:

Conduct

Negative affect

Cognition/attention

Adaptive Scales

Social

Academic functioning

BIMAS Flex

Additional items in each area

District and School-wide report option

Risk Level Pyramids BIMAS™-Teacher Standard

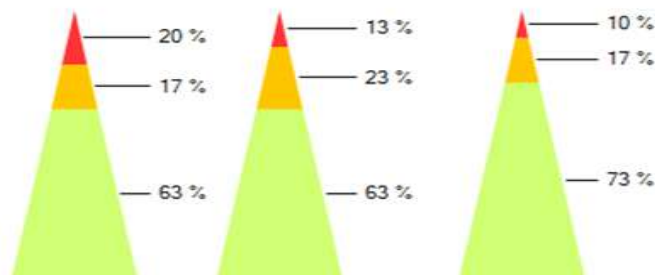
Springfield School District
2010-2011

Universal Assessment: 1

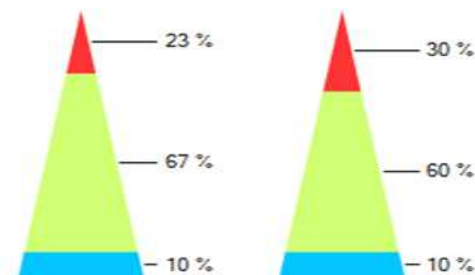
Schools Selected: Lincoln Middle School
MacDonald Elementary
Rouge Elementary
Grades Selected: K, 1, 2, 3, 4, 5, 6, 7, 8

Total For District
500 Students

Behavioral Concern Scales
Percent of Students



Adaptive Scales
Percent of Students



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	100 (20%)	65 (13%)	50 (10%)	Concern	115 (23%)	150 (30%)
Some Risk	85 (17%)	115 (23%)	85 (17%)	Typical	335 (67%)	300 (60%)
Low Risk	315 (63%)	315 (63%)	365 (73%)	Strength	50 (10%)	50 (10%)
Total	500 (100%)	500 (100%)	500 (100%)	Total	500 (100%)	500 (100%)

Classroom and individual report options

Class/Group Student Scores BIMAS™-Teacher Standard™

Springfield School District
MacDonald Elementary
2010-2011

Grade: 3, 4
Class: 4A
Rater: Mrs. Sally Lopez
Universal Assessment: 1

Click on student name to view the student's BIMAS Standard Individual Assessment Report for the selected Universal Assessment.

Student Name	Behavioral Concern Scales Higher T-scores indicate MORE concerns.			Adaptive Scales Higher T-scores indicate FEWER concerns.	
	Conduct	Negative Affect	Cognitive/Attention	Social	Academic Functioning
Black, Juliana	56	53	53	43	53
Chan, Christine	54	56	54	49	68
Depps, Joey	62	70	70	72	53
Evans, Kimberly	56	47	56	47	49
Farrah, Colleen	77	78	58	56	28
Fernandez, Jose	56	50	53	43	49
Fong, Gary	43	56	56	43	53
Klumpp, Heather	74	70	65	36	30
Lola, Jojo	67	53	53	43	53
Miller, Daniel	49	47	44	41	61
Nathanson, Andy	68	78	56	45	30
Perez, Susan	56	47	56	47	49
Platt, Ken	56	53	54	43	44
Pratt, Beverly	54	50	51	49	49
Sakamoto, Catherine	56	50	56	43	44
Smith, Janice	54	56	51	45	44
Taylor, Dudley	62	70	65	43	41
Wike, John	47	54	54	47	37
Wright, Ruth	43	53	47	52	49
Young, Mark	56	56	56	52	49
Total in High Risk	2 10 %	5 25 %	1 5 %		
Total in Some Risk	4 20 %	0 0 %	2 10 %		
Total in Low Risk	14 70 %	15 75 %	17 85 %		
Total in Concern				2 10 %	4 20 %
Total in Typical				17 85 %	14 70 %
Total in Strength				1 5 %	2 10 %

Sort by Student Last Name Sort by Student First Name

Student List by Risk Level BIMAS-Parent Standard™

Springfield District School Board
Lincoln Middle School
2009-2010

Universal Assessment: 1
Grade: K,1,2,3,4,5,6,7,8,9,10,11,12
Homeroom Class: All
Filtered by: Service Code
• Title I

Click on student name to view the student's BIMAS Standard Individual Assessment Report for the selected Universal Assessment.

Conduct Scale

Prog Monitor = Progress Monitoring

• = Yes • = No

High Risk Group (T-score = 70+) in Universal Assessment 1		
Universal Assessment 1		
Student Name	T-score	In Prog Monitor
Ahrens, Timothy	77	•
Baker, Juan	84	•
Barrera, Shirley	81	•
Booth, Sofia	83	•
Gilmore, Martha	80	•
Goldsmith, Lavinia	89	•
Hard, Scott	87	•
Leon, Heather	82	•
Mills, Lu	82	•
Monroe, Edwin	83	•
Oakes, John	78	•
Sedlack, Michelle	83	•
Turner, Raphael	79	•
Wood, Damon	79	•

Some Risk Group (60 < T-score < 69) in Universal Assessment 1		
Universal Assessment 1		
Student Name	T-score	In Prog Monitor
Briscoe, Billy	67	•
Murphy, Colleen	62	•
Rodriguez, Darrell	62	•
Rose, James	66	•
True, Walter	65	•

Low Risk Group (T-score < 60) in Universal Assessment 1		
Universal Assessment 1		
Student Name	T-score	In Prog Monitor
Baldwin, Peter	31	•
Beasley, Robert	30	•
Bednarz, Reginald	41	•
Bernier, William	49	•
Bothwell, Joel	58	•
Boucher, Barbara	52	•
Brown, Jeffrey	44	•
Brubaker, Daniel	58	•
Buckner, Gerald	37	•
Butcher, Margaret	40	•
Campbell, Richard	49	•
Campbell, John	44	•

How are Schools Responding?

Several states have developed focused education initiatives to address ACE and trauma exposure (e.g. Wisconsin, Washington State and Massachusetts) to create “trauma-sensitive” schools

- the approach often provides the infrastructure for positive behavioral support and includes both school-wide and individual strategies as well as a focus on staff self-care.
- trauma sensitive schools assure all staff have an understanding of the impact of trauma on learning
- trauma sensitive schools provide supports to help students feel safe physically, socially, emotionally and academically
- trauma sensitive schools focus on building youth and staff resilience

What is a Trauma-Sensitive School

- A trauma sensitive school is one that creates a culture that prioritizes safety, trust, choice, and collaboration.
 - within a trauma-sensitive school, everyone (e.g., teachers, administrators, pupil services professionals, cafeteria staff, bus drivers, etc.) learns about the prevalence and impact of trauma in the lives of children and families.
 - This awareness motivates and guides the examination and transformation of the school environment, policy/practice, educational strategies, staff training, and family involvement, etc. to ensure that children impacted by trauma can learn and be successful.
 - Trauma sensitive schools ask “what has happened to you?” rather than “what is wrong with you?”.

Group Assessment Activity





Reflections and Next Steps

- Vision Sharing
- Next Steps
- The Power of Self-Care with Dorrell Green, Assistant Superintendent, Brandywine School District
- Book Discussions