Using Data in a Trauma-Sensitive Framework

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Before we start…

- Why are you here today?

- Where is your school/district now, and where do you want your school/district be by this time next year?

  - How about in 5 years?

What are (is?) data?

- Facts
- Statistics
- Information

- Datum – singular
- Data - plural

The value of data

"If we have data, let's look at data. If all we have are opinions, let's go with mine."

– Jim Barksdale, former Netscape CEO

Cautions of data

What if I told you that experts predict a 100% increase in shark attack fatalities in the US next year?

But remember...

Data inform decisions

Data *don't* make decisions

Data can help avoid bad decisions

Being Buried to the Neck in Sand Isn't Fun & It's Deadly

4 Kinds of School Data

- Demographics

- Student Outcomes

- Perceptions or Beliefs

- School processes

Demographics

- Student Data

- Staff Data

- School Data

- Community Data

Student Outcomes

- Standard assessments
- Classroom assignments/grades
- Disciplinary actions
- Dropout rates
- Graduation rates
- Post-graduation employment/education

Perceptions Data

- Questionnaires, interviews, observations
- What do people think? What motivates them?
  - Students
  - Families
  - Staff
  - Community

School Processes

- School programs

- Instructional strategies

- Classroom practices

- School-wide policies

Pop Quiz

- Right now, can you answer any of the following:
  - How many students were enrolled in your school this last year?
  - How did students perform academically?
  - What are parent, student, and staff perceptions of the learning environment?
  - What special programs are operating in your school this year?

Pop Quiz continued….

- Over the last 3 years….
  - How has enrollment in the school changed?
  - Have student outcomes changed?
  - How have parent, student, and teacher perceptions of the learning environment changed?
  - What programs addressing mental, behavioral, social, or emotional health exist in your school?

Now what?

- Step 1: Identify and Engage Appropriate Members for Team/Committee

  - Who needs to be on the team?

  - Internal vs. external?

  - Examine your team – who is missing?

  - What are roles and rules for the group?

Do you have staff buy-in?

- Bottom-up or top-down? Is one better?

- What's the critical piece?

- Helping Traumatized Students Learn, Vol. 2
- https://traumasensitiveschools.org/wp-content/uploads/2013/11/HTCL-Vol-2-Creating-and-Advocating-for-TSS.pdf

Sounds good…now what?

- Step 2: Be clear about what you NEED to know
  - ACEs prevalence?
  - Subjective traumatic experiences?
  - How students feel about school's safety?
  - Do students have access to services (resource-mapping)?
  - Do staff have awareness of trauma symptoms?
  - What are the staff's priorities around this issue?
  - Do staff have familiarity with 6 principles of Compassionate Schools?
  - How often does the school actively engage families?
  - Do staff feel comfortable responding to students with trauma histories? Has that improved?
  - Professional development needs?

Compassionate Schools

- Principles of Compassionate Instruction

- By Domain
  - Safety, Connection, and Assurance
  - Self-regulation
  - Competencies

- School-Community Partnerships

Do you maintain common definitions?

Needs Assessment

- A needs assessment may help focus your team

- Needs Assessment Tools and Guidelines:
  - *North Dakota Needs Assessment Guide and Tools*
  - *NCLB Comprehensive Needs Assessment - Texas Education Agency*
  - *ASCD School Improvement Tool - online assessment tool*
  - *North Carolina Department of Public Instruction - Needs Assessment School Improvement Rubric*

- School Climate Assessments
  - The National Center on Safe Supportive Learning Environments (NCSSLE)
  - Delaware School Climate Surveys http://wordpress.oet.udel.edu/pbs/school-climate/de-school-climate-survey/

Resource Mapping

- Resource mapping consists of
  - evaluating available resources;
  - how they are being used;
  - identifying redundant or overlapping services; and
  - how they can be integrated and used most efficiently and effectively.

- The UCLA Center for Mental Health in the Schools developed a comprehensive overview of resource mapping titled Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change.

Sounds good…now what?

- Step 3: Determine what data are needed
  - What do you already have?
  - What is already collected by others?
  - What is not collected yet necessary?
    - How will you collect that information?
    - Who?
    - When?
  - Will this be collected once? Annually?

Like data?

- Data Mining
  - District level data
  - State level data
  - **Delaware School Climate Surveys**
  - Kids Count: http://www.aecf.org/work/kids-count/
  - Data Resource Center for Child & Adolescent Health: https://www.childhealthdata.org/
  - Child Trends: http://www.childtrends.org/

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Graduation Rate - ESEA 4 Year Adjusted

StudentAccountability	2014-15 2014-15-ESEA	2015-16 2015-16-ESEA
All Students	71.5%	69.4%
American Indian	0.0%	100.0%
African American	69.8%	67.0%
Asian American	86.4%	80.0%
Hispanic	66.9%	65.4%
White	74.5%	72.6%
Multi-Racial	66.7%	69.2%
English Language Learner	56.5%	63.6%
Special Education	43.5%	39.2%
Low Income	60.0%	59.0%

Info | Details

Fall Enrollment

	2015-16	2016-17
Pre-Kindergarten	344	390
Kindergarten	1,451	1,327
Grade 1	1,465	1,464
Grade 2	1,514	1,399
Grade 3	1,531	1,467
Grade 4	1,413	1,501
Grade 5	1,391	1,348
Grade 6	1,012	1,050
Grade 7	1,158	977
Grade 8	1,027	1,082
Grade 9	825	870
Grade 10	900	732
Grade 11	705	693
Grade 12	817	776
Total	15,553	15,076

Info | Details

School Safety and Discipline

Number of Reported Offenses (2015-16)

	District	State
School Crimes (Title 14, Delaware Code, §4112)	148	802
Department of Education (DOE) Offenses	3,842	13,016

Info | Details

Suspensions and Expulsions

	2015-16
Number of Suspensions	8,618
Number of Expulsions	32
Count of Students Suspended/Expelled	2,452
September 30 Enrollment	15,553
District Percentage	16%
State Percentage	13%

Info | Details

- http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx

Some Data Are Harder to Quantify?

- Social growth indicators
- Attitudes
- The "feel" of the school

Sounds good…now what?

- Step 4: Analyze the data

Analyzing data

- Set your questions ahead of time:
  - Do students who attend school every day have fewer disciplinary problems? (demographic/student learning)
  - Do students who perceive the school as safe do better academically? (perceptions/student learning)
  - Do students of different backgrounds perceive the learning environment differently, and do they score differently on standardized achievement tests consistent with these perceptions? (demographic/perceptions/student learning)

Analyzing data

- Identify gaps between expectations and actual data (e.g., actual parent participation in back-to-school night is 30%).
- Identify trends

Sounds good…now what?

- Step 5: Set priorities and goals for future
  - Don't bite off too much
  - Identify strategies and action plan to get there
  - Identify how to evaluate outcomes
    - What is success
    - How will you know when you get there?

Sounds good…now what?

- Step 6: Communicate findings
  - Share your findings with others
    - Background
    - Rationale
  - Share your plan
  - Continue to build buy-in
  - Solicit feedback
  - Think about timing

Who is your audience?

- Collecting data for
  - School board?
  - Superintendent?
  - Families?
  - Students?
  - Internal staff?
  - Ourselves?

- Any guess on data interpretation accuracy among school districts (Rankin, 2013)?

Social Math

- Make it relevant

- Several studies have replicated findings that between 48% and 65% of youth under 18 have experienced *at least* 1 Adverse Childhood Experience

"If you're not at the table, you're on the menu"

--unknown source

Developing an Action Plan

Consider Using Flexible Framework

1. What role does leadership play in implementation?

2. What professional development is necessary?

3. What resources, supports, or services need to be in place for students, families, and/or staff?

4. What classroom strategies—both academic and nonacademic—support implementation?

5. What policies, procedures, or protocols do we need to review, revise, and/or develop?

6. What do we need to do to ensure that families are active partners in helping with implementation?

What is this going to cost?

What is our timeline?

Avoid…

- Punitive actions as a result of the data

- Blame

- Taking on too much at once

- Reading too much into a single source of data

- Making this a one-time endeavor

- Losing sight of your original goal(s)

- Making this too directive without collective buy-in
  - We/us, not I/me

4-Stage Approach to Implementation of Trauma-Informed Schools

- Exploration

- Installation

- Gradual formal implementation

- Integration and Sustainability

Data-based decision-making can be applied at each stage

Acceptability of trauma-informed approaches among staff

- Knowledge
- Perceived feasibility
  - Am I capable of doing this?
- System fit

The Payoff Matrix, Peter Senge (1999)

	EASY to Accomplish	HARD to Accomplish
High Impact		
Low Impact		

Trauma-Informed Schools
Environmental Scan Checklist

The purpose of this checklist is to identify areas of effectiveness and growth in creating a trauma-informed school environment. The checklist assesses the application of the six key principles of trauma-informed schools: Safety; Trustworthiness and Transparency; Peer Support; Collaboration and Mutuality; Empowerment, Voice and Choice; and Cultural, Historical, and Gender Issues. The checklist is designed to reflect the degree of application of the six key principles across a range of settings in the school (e.g., classroom, hallways, common outdoor spaces, etc.) and ratings should be completed by the observation team based on observations across settings.

School:_____   Date of Walk-Through:_____

Observer(s):_____

Settings Observed:

_____ Office   _____ Building Interior   _____ Building Exterior   _____ Classroom

_____ Cafeteria   _____ Playground   _____ Gym   _____ Bus lines

KEY PRINCIPLES AND INDICATORS	1 Principle is *not at all* in place	2 Principle is *partially* in place	3 Principle is *mostly* in place	4 Principle is *fully* in place	No opportunity to observe
SAFETY					
Classrooms are arranged to minimize crowding and distraction.					
Classrooms are actively supervised during instruction.					
Activities are structured in predictable ways (e.g., explicit classroom routines, specific directions, etc.).					
Changes, including new people and activities, are foreshadowed so students can predict what will happen next.					
Positive supports for behavior are employed.					
Positive adult attention is provided.					
Adults refrain from interactions that could be shaming to children (i.e. insisting child do things that unduly stretches child's capability, isolating child, scolding in front of peers).					
Adults refrain from power struggles with children (i.e. verbal sparring, argumentative talk, "he said, she said", proving child wrong, etc.)					
Adults refer to children in descriptive ways and refrain from negative labels such as (i.e. manipulative, borderline, bad, untrustworthy).					
Adults maintain a calm demeanor when interacting with students.					
Adults model emotional control for students.					
Student self-regulation skill building is implemented at a classroom level (e.g., breathing activities, movement, relaxation, calming).					

Notes:

Total Safety Score*:   1   2   3
*Based on general observations in this area, not necessarily the sum of the item score

Examine Students Perspective

- Transition to school

- Arrival at school

- Time in the classroom

- Lunch

- End of the day

- Wisconsin School Mental Health Project: Trauma-Sensitive Schools Professional Development
  - https://media.dpi.wi.gov/sspw/av/trauma_sensitive_schools_mod_2/story_content/external_files/Worldview%20Observations.pdf

Engaging Families

- Partnership School
  - Everyone has something great to offer
- Open-Door School
  - Parents can be as involved as they'd like – working to get more involvement
- Come-If-We-Call School
  - Parents are welcome when we ask, but there is only so much they can offer
- Fortress School
  - Parents belong at home, not at school

  See Wisconsin Department of Public Instruction:
  https://media.dpi.wi.gov/sspw/av/trauma_sensitive_schools_mod_14/story_content/external_files/4%20Versions%20of%20Family-School%20Partnerships.pdf

 4 versions of family-school partnership

Considerations for Trauma Screening

- Should we do it?

- What should we screen for?

- Why are we screening?

- What processes do we need to follow?

- Who will we screen?

- Is there time to do it all?

Resource on Trauma Screening

- Check out "Guidance for Trauma Screening in Schools"

http://www.ncmhjj.com/resources/guidance-trauma-screening-schools/
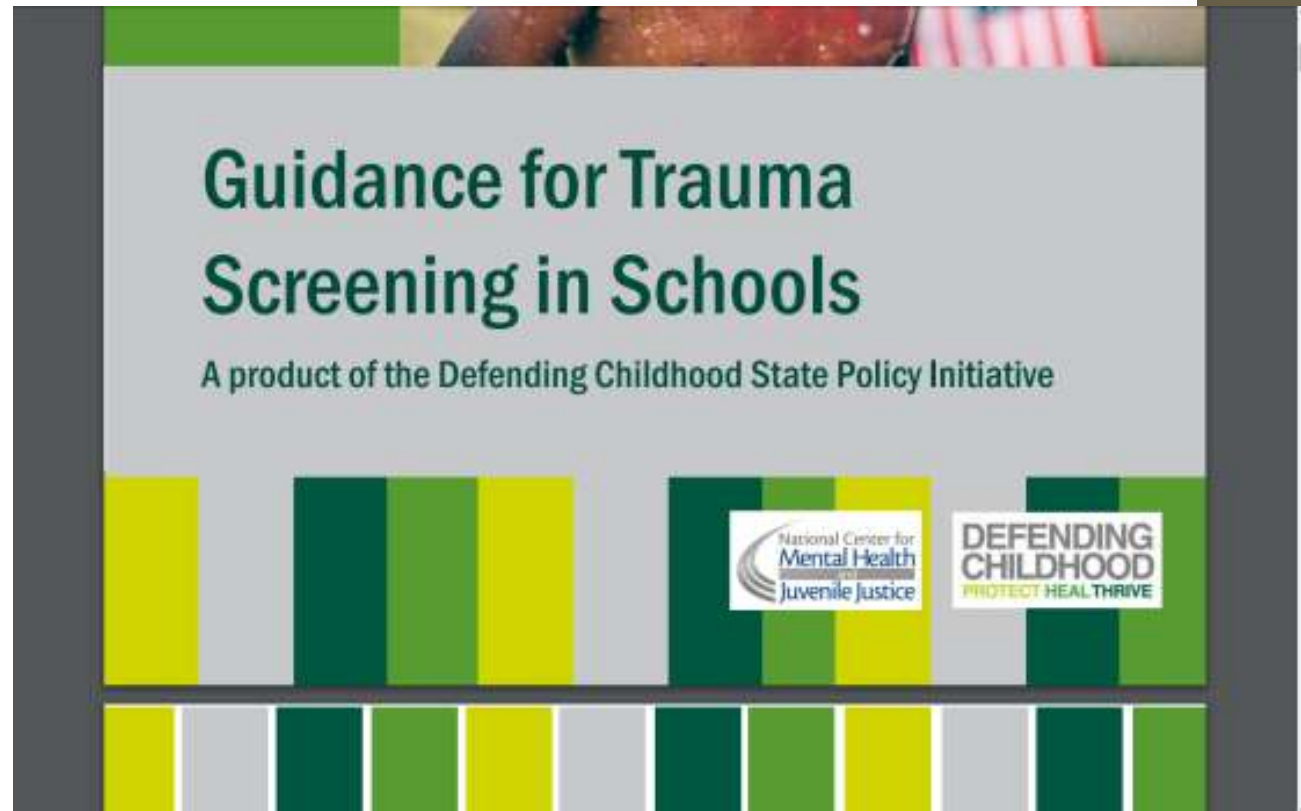
Measurement Tools

- Trauma Symptom Checklist for Children: PAR

- Attitudes Related to Trauma-Informed Care (ARTIC) Scale
  - Tulane University

- Child and Adolescent Needs and Strengths (CANS)

- http://www.nctsnet.org/trauma-types/complex-trauma/standardized-measures-assess-complex-trauma
  - Standardized measures to assess complex trauma from NCTSN

Questions? Comments? Insults?

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Contact me anytime☺