

Building the Foundation for a Trauma Responsive School

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Presenters



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Meet the IMSA Students!

- ❑ 652 residential students
- ❑ Grades 10-12
- ❑ Gifted and talented
- ❑ Ranked #1 by niche.com

Student Population of Academy, 2022-2023

Percentage of students identifying as:

- 0.2% American Indian or Alaskan Native
- 37.2% Asian
- 10.3% Black or African American
- 17.2% Hispanic or Latino
- 0.2% Native Hawaiian or Other Pacific Islander
- 5.7% Two or More Races, Non-Hispanic or -Latino
- 29.3% White

Percentage of economically disadvantaged students:

16.6%

Male = 49.9%

Female = 50.1%



Becoming a TRS school

- In early 2020, Center for Childhood Resilience (CCR) launched the Trauma Responsive Schools-Designation (TRS-D) pilot, a statewide initiative to support educators and schools in furthering their trauma-responsive and culturally attuned practices.
- Thirty (30) elementary and high schools from urban, suburban and rural communities across northern Illinois engage in the pilot.
- IMSA applied to be apart of the TRS-D pilot and was accepted.
- TRS-D pilot schools were provided a \$2500 grant

Becoming a TRS School

- Established and convened a school leadership team

School
Counselor

Residence Life
Supervisor

Director of
Diversity,
Equity &
Inclusion

College &
Academic
Counselor

Faculty (2)

Chief Student
Affairs Officer

Becoming a TRS School

- AS A PART OF THE PILOT, IMSA:
 - Engaged in professional development on trauma and its impact on students, assessment of school trauma-responsiveness, and action planning
 - Participated in a collaborative process to complete TRS-IA needs assessment
 - Created a school specific, data driven action plan
 - Implemented action plan and received nominal funds to support action plan activities
 - Monitored progress on action plan goals
 - Re-administered TRS-IA to evaluate progress
 - Identified areas of strength and growth to advance their school on the continuum of trauma-responsiveness.

Assessments

- The Trauma Responsive Schools Implementation Assessment (TRS-IA) was developed by the Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools in collaboration with the Center for School Mental Health.
- The TRS-IA is an evidence-informed self-assessment that can quickly and efficiently to identify trauma responsive programming and policy domains of strengths, as well as areas with greater room for improvement.

Assessment

- The TRS-IA measures eight key domains of a Trauma-Responsive School:
- **(1) Whole School Safety Programming**
- **(2) Whole School Prevention Programming**
- **(3) Whole School Trauma Programming**
- **(4) Classroom-based Strategies**
- **(5) Prevention/Early Intervention Trauma Programming**
- **(6) Targeted Trauma Programming**
- **(7) Staff Self-Care**
- **(8) Community Context**

IMSA Assessment Results

TRAUMA RESPONSIVENESS DOMAINS: Composite Scores

1.0-1.9 are classified as "Emerging"

2.0-2.9 are classified as "Progressing"

3.0-4.0 are classified as "Mastery."

IMSA Scores (August 2020)

MASTERY

Composite Score

PROGRESSING

Composite Score

2.4 Whole School Safety Planning

2.9 Whole School Prevention Planning

2 Prevention/ Early Intervention Trauma Programming

2.4 Targeted Trauma-Informed Programming

2.1 Family and Community Engagement

EMERGING

Composite Score

1.5 Whole School Trauma Programming

1.6 Classroom Strategies

1.6 Staff Self Care

IMSA Scores (May 2021)

MASTERY

Composite Score

3.1...Targeted Trauma-Informed Programming

PROGRESSING

Composite Score

2.9 Whole School Safety Planning

2.9 Whole School Prevention Planning

2.9... Whole School Trauma Programming

2.4...Classroom Strategies

2.2 Prevention/ Early Intervention Trauma Programming

2.3...Staff Self Care

2.6 Family and Community Engagement

EMERGING

Composite Score

SMART Goals

- Specific
 - Well defined and clear outcome(s)
- Measurable
 - Identify the measurement instrument and able to determine when the goal is complete because you can count or see it.
- Attainable
 - Agreement with all stakeholders
 - what the goals should be and clearly defined steps
- Relevant
 - Who is the main person(s) responsible
 - What are the urgent needs
- Time-Bound
 - A specific date has been set for achieving

Trauma-Informed Schools Action Plan



School Name: _____

Date: _____

| Goal 3: | | | | | |
|--|----------|-------------------------|-------------------------------|-------|-------|
| Goal Alignment with Trauma Responsive Schools Implementation Assessment (TRS-IA) Key Domains (check all that apply): | | | | | |
| <input type="checkbox"/> Whole School Safety Planning <input type="checkbox"/> Whole School Prevention Planning <input type="checkbox"/> Whole School Trauma Programming <input type="checkbox"/> Classroom-Based Strategies <input type="checkbox"/> Early Intervention Trauma Programming <input type="checkbox"/> Targeted Trauma Programming <input type="checkbox"/> Staff Self Care <input type="checkbox"/> Community Context <input type="checkbox"/> Other Data: _____ | | | | | |
| Action Item | Priority | Timeline | Resource and Budgetary Needs | | |
| | | | FTE | Other | Total |
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| Data Collection for Progress Monitoring | | | | | |
| Information Needed to Monitor Progress and Outcome | Owner | Frequency of Collection | Source(s) of Information/Data | | |
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Goal 1

To pilot a peer-helper program that equips IMSA students with skills to be an additional resource for their peers who have/are experiencing trauma.

Action Items:

- Market the program to the IMSA community (verbally and digitally)
- Create Peer Helper criteria
- Recruit students
- Create 2-3 visuals to denote students as peer helpers
 - Students design their the peer helper logo and the hoodies.

Goal 1

To pilot a peer-helper program that equips IMSA students with skills to be an additional resource for their peers who have/are experiencing trauma.

Outcome:

- 12 peer helpers identified and trained
- Partnered with IMSA alumna who is a psychology professor to develop a curriculum for the peer helper program, including a two day training workshop for students
- Peer helpers coordinated Mental Health Monday events and offered one on one time with students (“office hours”)

Goal 2

Conducted four focus groups with CLED (culturally, linguistic, economically diverse) and historically marginalized students to gain insight into the development of an equitable and differentiated trauma responsive culture.

Action Items:

- Develop focus group questions with help from our Office of Institutional Research (OIR)
- Recruited students
- Department of Diversity, Equity and Inclusion (DEI) and OIR interpreted the data and developed a results summary.

Focus Groups Quotes

- “When you constantly have those small microaggressions kind of happening throughout your life, soon you just kind of become blind to them, as awful as that is.”
- “You just realize by talking to other people, how everyone's kind of been affected and we just kind of deal with it. And it sucks. Some of my friends were called slaves by some people at school. And it's like, those are their stories, but just hearing how people I'm really close to just get physically, emotionally impacted by the stuff people say - both teachers and students.”
- “For me, when I came to IMSA, I realized how weird people act around Black people specifically they say things like , “Oh, well, I’ve never really talked to Black people before, I'm from Southern Illinois so Black people are completely foreign to me,” and I'm just like “bruh.” Before IMSA I did not know any white people at all, like zero and I never, I mean I've never said, “Oh my God, your hair is so thin, can I, can I touch it?” I never, it doesn't take a genius to be a normal person around a racial group that you've never interacted with?”

Focus Groups Quotes

- “A person was thrown into my room basically and then forced to say the F-slur multiple times, and call themselves that right in front of me, so that was not, that was not a good introduction to IMSA. That was within my first two months of being here.”
- “A lot of the things that the faculty or RCs doesn't see is rough, it can be very, very insensitive or very just rude in general or it can just get very bad. And I feel like there's, there's a lot of instances where students feel like there's no one watching and there's no one that actually cares.”

Focus Groups Quotes

- “ And then it just kind of like the bar is lowered as soon as my teacher finds out I’m Latina. Then all of sudden they’re like, oh you’re not as well spoken anymore, I’m like I didn’t change anything.”
- “When even like we don’t have faculty members that are representing us, like we don’t have a lot of Latinx faculty members if any, so it just makes you feel really frustrated and isolated within the IMSA community.”
- “I often think they overlook the minority, just to please the majority. And so I think that’s personally like really frustrating. And it’s just really discouraging and I think it's what makes IMSA hard and painful.”

Goal 2

Conducted four focus groups with CLED (culturally, linguistic, economically diverse) and historically marginalized students to gain insight into the development of an equitable and differentiated trauma responsive culture.

Outcome:

- Trust building between students and staff
- Students learned about a new data collection strategy
- Shared data with Office of Diversity, Equity and Inclusion
- Provided data to contracted trainer to utilize in planning faculty trauma responsiveness training

Goal 3

Secure a trainer to facilitate a school-wide training around trauma responsiveness. After training, participants will be equipped with skills to: create a safe and predictable learning environment, anticipate student needs, respond to trauma incidents, and recognize and respond to micro and macroaggressions.

Action Items:

- Find a trauma responsive program/facilitator
- Implement a trauma-responsive training for academy for at least 60 individuals including faculty, staff and resident life.
- Create and distribute a list of strategies for responding to trauma incidents in the classroom to faculty.
- Create a visual to denote completion of training.

Goal 3

Secure a trainer to facilitate a school-wide training around trauma responsiveness. After training, participants will be equipped with skills to: create a safe and predictable learning environment, anticipate student needs, respond to trauma incidents, and recognize and respond to micro and macroaggressions.

Outcome:

- Sponsored school counselor to become a Mental Health First Aid trainer, who then trained 70+ IMSA colleagues in MHFA
- Offered training to all staff on “Understanding Trauma and Resilience,” facilitated by Chicago Children’s Advocacy Center
- Coordinated required training for all faculty on trauma responsive teaching (alumna trainer)

Lessons Learned

Strategies to increase support

- Building buy in through collaborative work
 - Interdisciplinary teams
 - Student support and buy in
 - Board of Trustees engagement
 - Engage those already doing the work
- Building capacity in staff with trainings...and having the “right” trainers
 - Mental Health First Aid
 - Trauma Responsiveness training

Lessons Learned

Strategies to expand services

- Increasing services without increasing costs
 - School Counseling intern
 - Alumni partners to draft content, speak, etc.
 - Increasing and diversifying the outside referral list for services
 - Foster community partnerships
- Implementing a Behavioral Intervention Team

Trauma Responsiveness: Two Years Later

- Equity and Excellence Plan
 - Hiring
 - Staff training
 - Intercultural Development Inventory (IDI)
 - Culturally responsive teaching and learning
- Piloted universal mental health screening
- Invited to present to the Board of Trustees for a second time
- Added third full time counselor

Trauma Responsiveness: Two Years Later

- Peer Helper group merged with SPARK (Students Promoting Awareness, Resilience, and Knowledge for mental wellness), which was launched in 2021-2022
- Introduced a Behavioral Intervention Team (BIT)
- Partnering with Challenge Success to pursue a continuous improvement plan

Questions?

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Feel free to email us with questions or if you'd like access to any of the resources referenced.

Thank you for your time