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Oregon's Trauma Informed Schools Pilots

January 30, 2019

Background

- **HB4002 (2016) & SB182 (2017)**
- **September 2016 – July 2019**
- **Pilot Site Selection Criteria:**
 - Multi-Tiered System of Support (PBIS/EBIS)
 - School-Based Health Center
 - Comparison Schools
 - Leadership buy-in
 - Willingness to provide data for evaluation
- **Building-level System Implementation – 9 Domains**
 - Full-time Trauma-informed School Coordinator
 - Technical Assistance Provider
 - Staff Professional Development and On-going Support
 - Cohort Dissemination Model



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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

Safety, Consistency & Predictability



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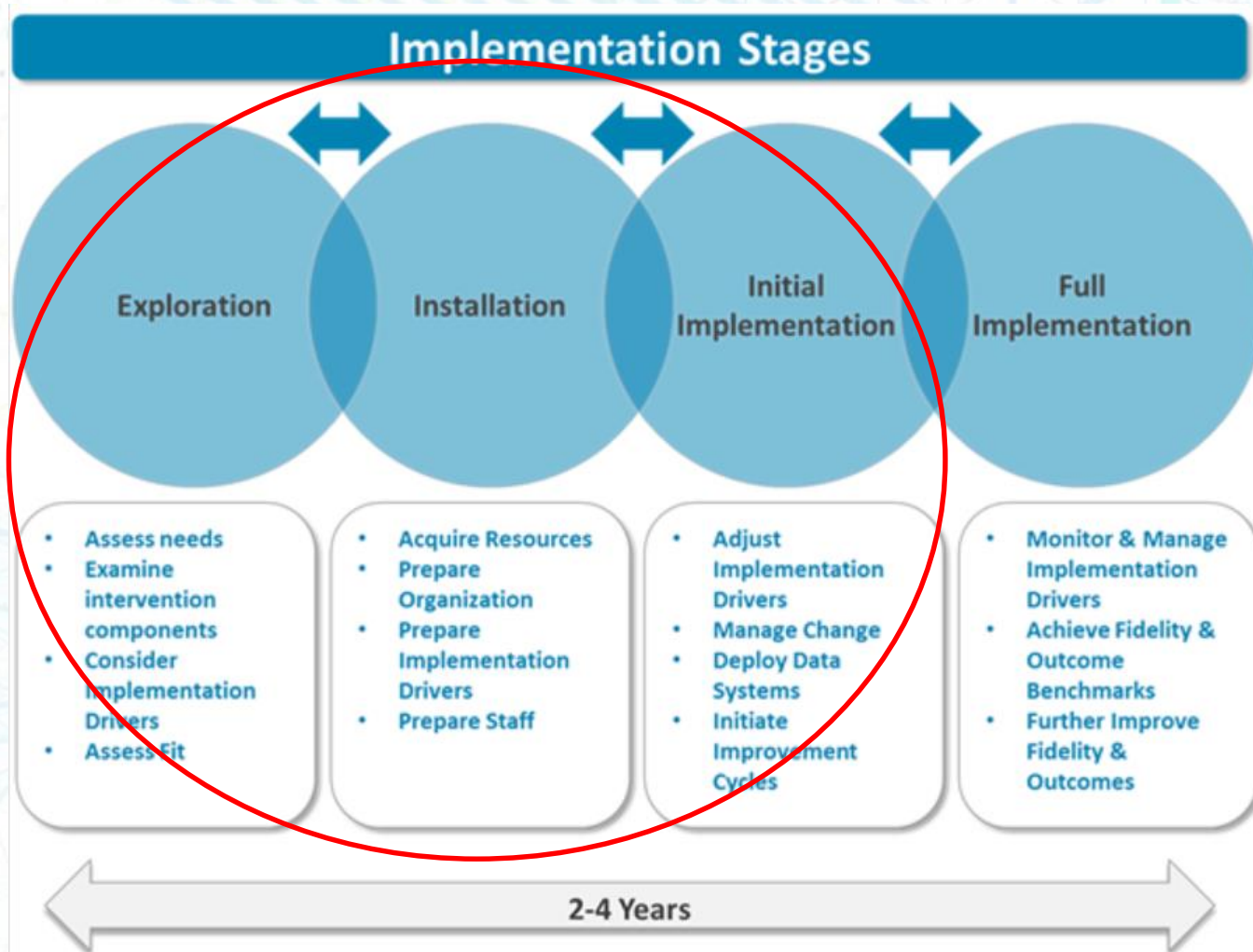
Trauma
Informed
SCHOOLS



Building-level System Implementation 9 Domains

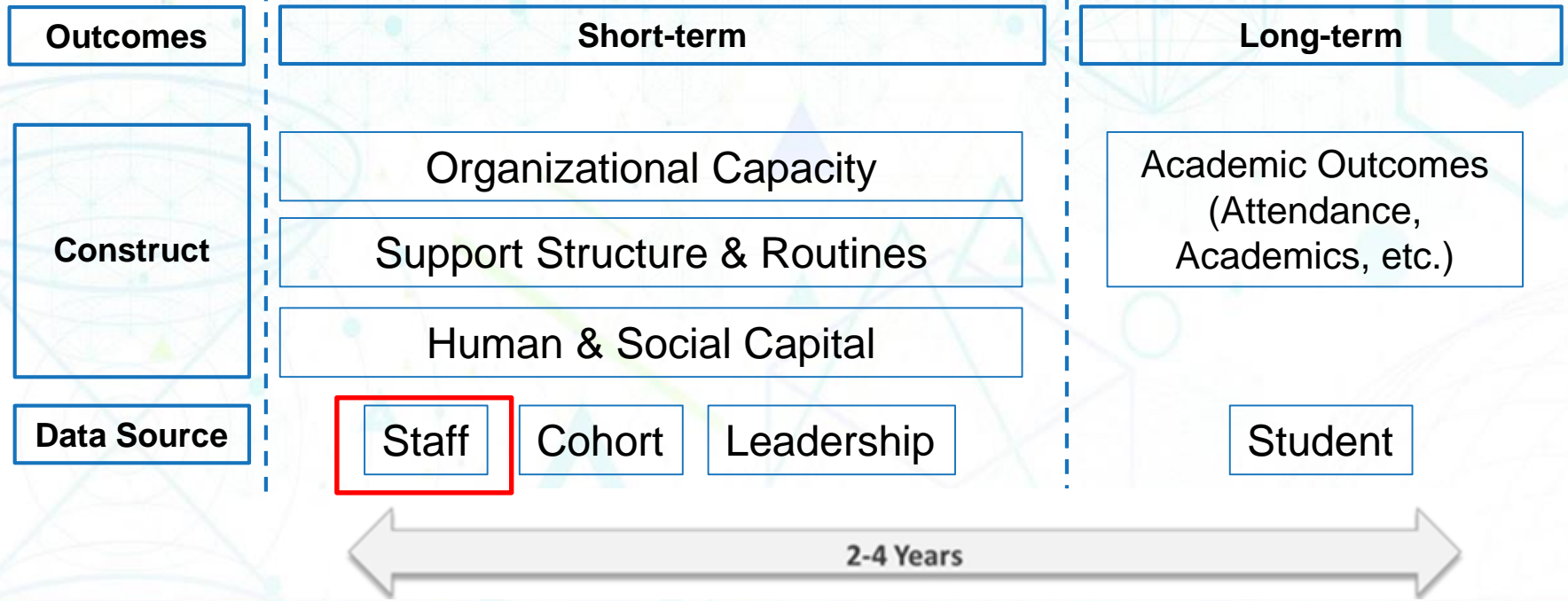
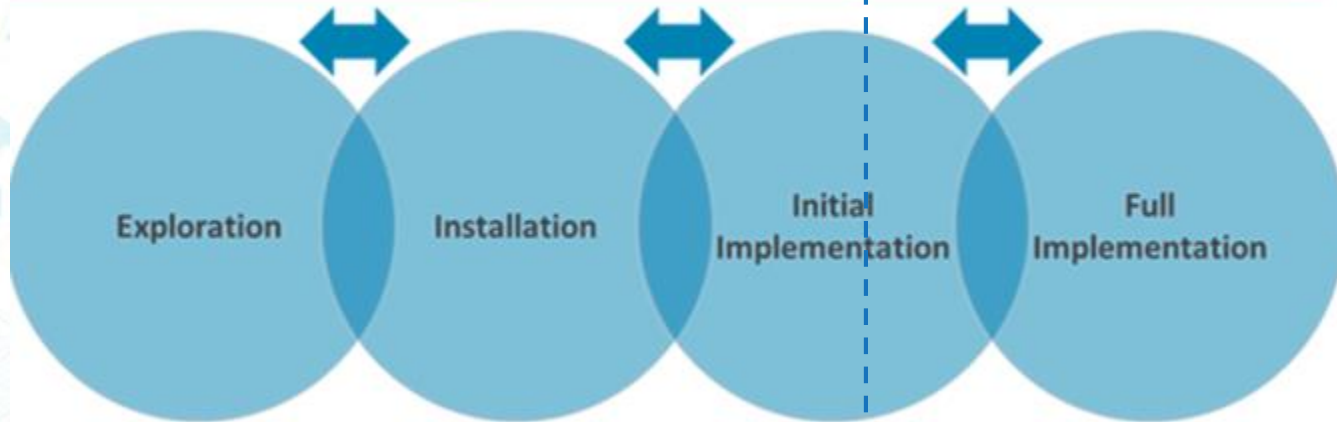
- Sustainability & Committed Leadership
- Professional Development
- Policies, Procedure, Practice
- Behavior Response and Supports
- Equity, Diversity and Inclusion
- Organizational Culture and Climate
- Cross Sector Collaboration
- Student and Caregiver Education and Engagement
- Academic Instruction and Assessment





Source: National Implementation Research Network

Implementation Stages





Data Source: Staff

- Knowledge, burn-out, perception of support
- **Attitude**
- Turnover & attendance
- Dissemination or communication channels
- Leadership support



Attitudes toward Trauma Informed Care (ARTIC)

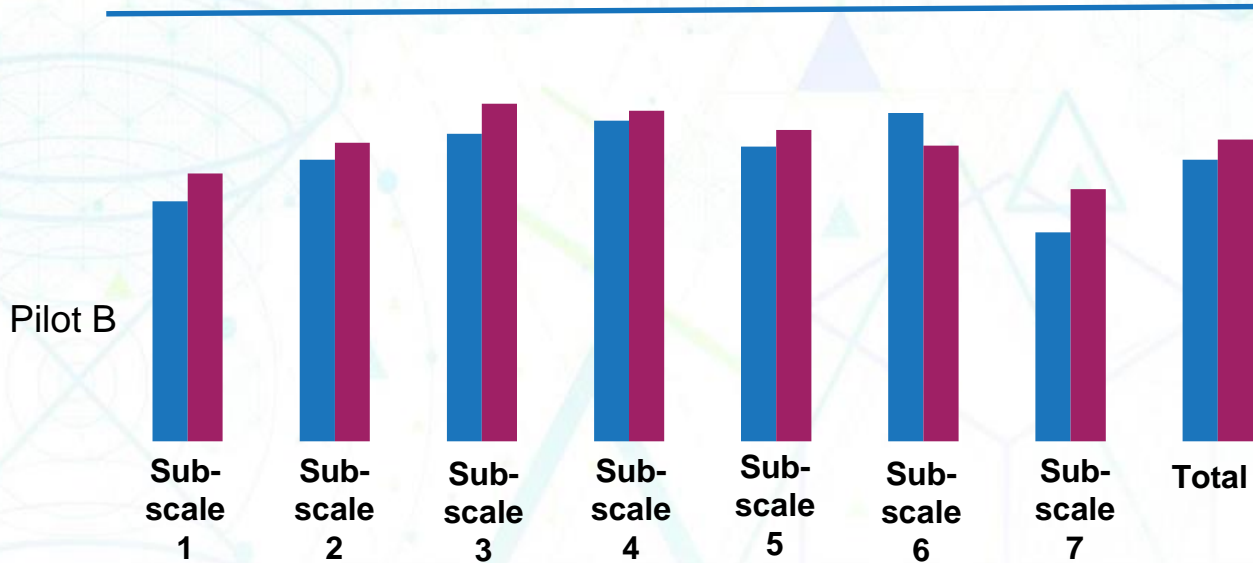
Subscale	Name	Description	
		Low scores	High scores
1	Underlying Cause of Problem Behavior & Symptoms	Internal and fixed	External and malleable
2	Responses to Problem Behavior	Emphasizes rules, consequences, and eliminating problem behaviors	Flexibility, feeling safe, building healthy relationship
3	On-the-job Behavior	Control-focused behaviors	Empathy-focused behaviors
4	Work self-efficacy	Feeling unable to meet work demands with traumatized population	Feeling able to meet demands with traumatized population
5	Reactions to Work	Underappreciate the effects of vicarious traumatization Cope by ignoring	Appreciate the effects of vicarious traumatization Cope by seeking support
6	Personal Support for TIP	Concerns about implementing TIP	Supportive of implementing TIP
7	System-Wide Support for TIP	Feeling not supported by colleagues, supervisors, and administrators	Feeling supported by colleagues, supervisors, and administrators

Attitudes toward Trauma Informed Care (ARTIC)



Year 1
Year 2

Increase on most subscales from Year 1 to Year 2



Sub-scale 1
Sub-scale 2
Sub-scale 3
Sub-scale 4
Sub-scale 5
Sub-scale 6
Sub-scale 7
Total