

### Trauma-Sensitive Schools Process Performance Indicators by Domain

	<b>Quantitative</b>	<b>Qualitative</b>
<b>Domain #1: Student Assessment</b>	<p><b>Total number of students</b></p> <ul style="list-style-type: none"> <li>➤ Who were administered a trauma-screening as of a multi-tiered process of assessment and intervention.</li> <li>➤ Whose parent refuse the screening</li> <li>➤ Who screen positive (defining what is meant by positive)</li> <li>➤ Who screen negative (defining what is meant by negative)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student and family feedback about the process.</li> <li>➤ Feedback from staff involved in the process</li> <li>➤ Feedback from the screeners re: the clarity, time demands, burden of implementation, interference with other key processes, team adherence to process</li> </ul>
<b>Domain #2: Student and Family Involvement</b>	<p><b>Number of parents, students and community partners:</b></p> <ul style="list-style-type: none"> <li>➤ who volunteer in the schools or participate in decision-making teams.</li> <li>➤ Number of participants vs number invited</li> <li>➤ Number of decision making activities/meetings that include a family/student/community representative</li> <li>➤ Number of activities that elicit formal feedback from students and families impacted by trauma</li> </ul>	<ul style="list-style-type: none"> <li>➤ Focus group feedback from students, families and community partners.</li> <li>➤ Feedback from staff regarding the role of student, family and community volunteers, workers, committees etc.</li> </ul>

<p><b>Domain #3: Educated &amp; Responsive District &amp; School Staff</b></p>	<p>Total number of staff who:</p> <ul style="list-style-type: none"> <li>➤ Have received professional development on Trauma-Sensitive Schools</li> <li>➤ Have been selected to participate in TSS workgroups</li> <li>➤ Who sign up for more training in TSS</li> <li>➤ Who buy into the importance of TSS via a quantitative survey</li> <li>➤ Percent of all new employees who receive TSS 101 during orientation</li> <li>➤ Attitudes Related to Trauma-Informed Care Scale Traumatic Stress Institute website <a href="mailto:artic@klingberg.com">artic@klingberg.com</a></li> </ul>	<p>Feedback from</p> <ul style="list-style-type: none"> <li>➤ Formal and informal focus groups and meeting discussions that address vicarious trauma</li> <li>➤ Staff involved in the process</li> <li>➤ Staff regarding the clarity, time demands, burden of implementation, interference with other key processes, team adherence to process</li> </ul>
<p><b>Domain #4: Evidence-Based &amp; Emerging Best Practices</b></p>	<ul style="list-style-type: none"> <li>➤ Number of district materials that have been altered to reflect trauma-sensitive approaches</li> <li>➤ Percentage of classrooms/schools that provide universal trauma-sensitive supports to all students such as access to a safe spot.</li> <li>➤ Percentage of students and families participating in student-centered educational, academic and behavioral planning.</li> <li>➤ Number of staff with expertise in providing tier-two or three trauma specific interventions</li> <li>➤ Number of students whose plans call for tier two or three trauma-sensitive interventions and have attended</li> </ul>	<p>Intervention to address impact of trauma:</p> <ul style="list-style-type: none"> <li>➤ Feedback from students about processes such as mindful moment, brain breaks, alternative seating, meaningful choice in their programming, sense of belonging in the classroom.</li> <li>➤ Feedback from staff about the clarity, time demands, burden of implementation, interference with other key processes, team adherence to process</li> </ul>

<p><b>Domain #5: Safe and Secure Environments</b></p>	<ul style="list-style-type: none"> <li>➤ Aggregated Survey Results (e.g., student survey)</li> <li>➤ Attendance, tardies, numbers of students leaving classrooms and leaving school.</li> <li>➤ Number of incidents in the classroom/school setting.</li> <li>➤ Trauma-Sensitive School Checklist</li> </ul>	<ul style="list-style-type: none"> <li>➤ Routine question about the feeling of the environment as part of check in with students.</li> <li>➤ Routine questions about the feeling of the environment as part of the check in with staff.</li> <li>➤ Routine question about the feeling of the environment as part of check in with parents and families.</li> </ul>
<p><b>Domain #6: Community Outreach and Partnership Building</b></p>	<ul style="list-style-type: none"> <li>➤ Number of community entities engaged in learning about TSS</li> <li>➤ Aggregated survey results designed to assess buy in and awareness among community partners.</li> <li>➤ Number of collaborative and joint projects with community entities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal and informal focus groups and meetings with community partners.</li> <li>➤ TSS strategic/transformational plans created with community partners.</li> </ul>