Domain 1: Screening and Assessment

Trauma-Sensitive Schools Learning Community Webinar
September 13, 2017
Webinar Agenda

• What is trauma informed screening and assessment?
• Why is screening and assessment Important?
• Domain 1 of the Organizational Self-Assessment
• Components of a comprehensive trauma assessment process in a Tiered System
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### Screening

- Done to detect the possibility of risk
- All students in all settings require it
- Should be administered by a counselor, social worker, psychologist
- If screen indicates risk, full assessment must be done
- Minimum, immediate measurements
- Least expensive, concise information

### Assessment

- More intensive and thorough
- Only for those who indicate risk in screen
- Required to be completed by a counselor, social worker or psychologist
- Assessment determines level of intervention and follow up
- Longer time, more measurements
- More expensive, in-depth information
Why is Trauma-Informed Screening & Assessment Important?

• Universal trauma screening and specific trauma assessment methods are necessary to developing collaborative relationships with trauma survivors and offering appropriate services (Harris & Fallot, 2001)

• Necessary in order to avoid re-traumatization, honoring the dictum: “Above all, Do No Harm”

• Sets the stage for building resilience, recognition of a survivors strengths and builds a healing alliance
What’s Sitting in the Classroom from Trauma

- Anger
- Difficult concentrating
- Physical Illness
- Hyper arousal
- Low self-esteem
- Avoidant behavior
- Traumatic grief
- Mistrust
- Depression
- Sensory sensitivity
- Dissociation
- Aggression
- Avoidant behavior
- Trauma re-enactment
- Depression
- Sleep problems
- Persistent irritability
- Inattention
- Need to control
- Hyper arousal
- Shame
- Traumatic grief
Consequences of Failing to Screen and Assess for Trauma

Toxic Stress is often associated with inhibiting or holding back one’s thoughts, feelings and behaviors.

Not to inquire may further re-victimize the student.

Childhood sexual abuse is the single strongest predictor of suicidality regardless of other factors (Read et al., 2001)

Any attempt to address suicide reduction that does not include assessment of childhood sexual trauma will fail. (Hammersley, 2004)

A stressed brain cannot process, learn or respond.
Screening and Assessment: Key to the Aims of a Trauma-Sensitive School

- Safe, calm and secure environment with supports for students and staff
- System wide understanding of trauma prevalence and impact
- Healing, hopeful, honest and trusting relationships
- Student and family voice, choice and self-advocacy
- Trauma-sensitive policies, procedures and practices
- Cultural Competence
- Student-driven and trauma-specific supports and services
Polling Question #1

To what degree does your school or school district screen for trauma?

- We don’t have a routine way to screen for trauma
- We include trauma screening questions but not routinely
- We have an effective system to universally screen for trauma
Polling Question #2

How is your school or school system prioritizing trauma screening and assessment during the duration of your Learning Community?

- High Priority
- Mid-Priority
- Low Priority
- Not on our radar
National Council’s Organizational Self Assessment

Domain 1: Screening and Assessment
Multi-tiered System

3 Tiers of Support

- Tier 3: Intensive Individual Intervention
- Tier 2: Targeted Small Group Instruction
- Tier 1: Core Classroom Instruction
Is ACEs a valid Universal Screener?
Domain #1, Standard A

The educational organization has a multi-tiered assessment process that explores:

- Student’s strengths and weakness,
- Academic
- Behavioral
- emotional
- social
- physical skills

The assessment is completed in a safe and supportive environment.
Capacity for Screening and Assessment

- Who will administer the screenings and assessments?
- When will the screening and assessment be completed?
- Where will the screening and assessment be?
- How will you allow for variance in reading levels?
Poll Question #3

To what degree do staff have the knowledge and skills to effectively screen and assess for trauma?

- Little knowledge and skill
- Some knowledge and skill
- Adequate knowledge and skill
- High degree of knowledge and skill
Domain #1, Standard B

Interventions and supports that are developed and planned for the student considering a student’s

✓ behavior,
✓ emotional
✓ academic skills
✓ performance
✓ attendance
✓ engagement in learning.
Domain #1, Standard C

The educational organizations’ multi-tiered process for identifying students experiencing challenges in the school setting is collaborative.

The process includes the student, his/her parents or guardian and family in the decision-making sessions.
Parental Consent

Active

Or

Passive
Student Involvement

- Do we inform or seek student consent?

- At what age are students able to participate in decision-making around screening and assessment?
Domain #1, Standard D

At each level of the assessment process there are tools to discuss and address

- cultural and racial mismatches,
- differences in language and communication style,
- homelessness,
- trauma history,
- family attitude toward school and
- lack of consistent instruction.
Crucial Questions

Toxic stress or trauma?

- Family is very mobile having moved more than once during the school year or has a pattern of moving at least once a year over a series of years.
- Previous educational experience has been sporadic.
- Is currently homeless or lacks adequate clothing, housing, and/or nutrition.
- Recently experienced a crisis or trauma.
- Expresses a sense of stress, anxiety, isolation or alienation.
Crucial Questions

**Protective Factors**

- **Student and family are actively involved in community or cultural organizations and groups.**
- **Student is involved in the school community and activities.**
- **Student has a mentor or positive role model.**
- **The family has a support network.**
Domain #1, Standard E

The educational organization has a screening process designed to promote increased understanding of a specific individual student’s needs related to trauma.

It involves identifying trauma-related needs, strengths and supports to be delivered in school setting.
What is the purpose of the screening or assessment in a school setting?

Determine the overall number of students impacted by trauma in your school.

To set the stage for building resilience.

Identify specific student’s specific concerns so they can be addressed.

Connect students to services and supports.

Identify the “fit” of a specific intervention with a specific student.
Connecting Screening and Assessment to Interventions
What are our Processes and Procedures?

Universal Screening
- Schedule screening
- Determine assessors
- Secure parental consent
- Determine adaptations for developmental levels
- Decide how to share results
- Relate results to interventions

Targeted Screening
- Determines need for individual student screening.
- Secure parental consent.
- Schedule screening with trained student support who has a relationship with student.
- Analyze results to determine next steps.
- Connect student to community
Tips for Screening and Assessment

Timing is EVERYTHING:

- If a person is not willing or comfortable providing information, support their decision
- A procedure needs to be in place to re-engage and re-assess at a later time
- Consider warning signs that are typically associated with trauma responses
Domain #1, Standard F

As an outcome of the trauma screening process, students with significant trauma-related needs are connected to external services trained to meet the student’s therapeutic needs.
In Summary
Tips for Screening and Assessment

• Utilize “test” period to assess how tool sensitively and respectfully explores trauma
• Engage student/family voice in implementation of new tools
• Identify tool and its usage
• Partner with community behavioral health providers and work to align screening and assessment processes and tools
Screening and Assessment Resources

- National Council TIC website - Trauma Measures

- SAMHSA’s Tip 57 – Trauma-Informed Care in Behavioral Health Services, Appendix D – Screening and Assessment Instruments

- National Center for Trauma-Informed Care (NCTIC)
  www.samhsa.gov/nctic

- National Child Traumatic Stress Network (NCTSN) www.nctsnet.org
Screening and Assessment Resources


Your Resource Team
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