

# Domain 1: Screening and Assessment

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Trauma-Sensitive Schools Learning Community Webinar  
September 13, 2017

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# 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



# National Council Faculty



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## Screening

## Assessment

Done to detect the possibility of risk

More intensive and thorough

All students in all settings require it

Only for those who indicate risk in screen

Should be administered by a counselor, social worker, psychologist

Required to be completed by a counselor, social worker or psychologist

If screen indicates risk, full assessment must be done

Assessment determines level of intervention and follow up

Minimum, immediate measurements

Longer time, more measurements

Least expensive, concise information

More expensive, in-depth information

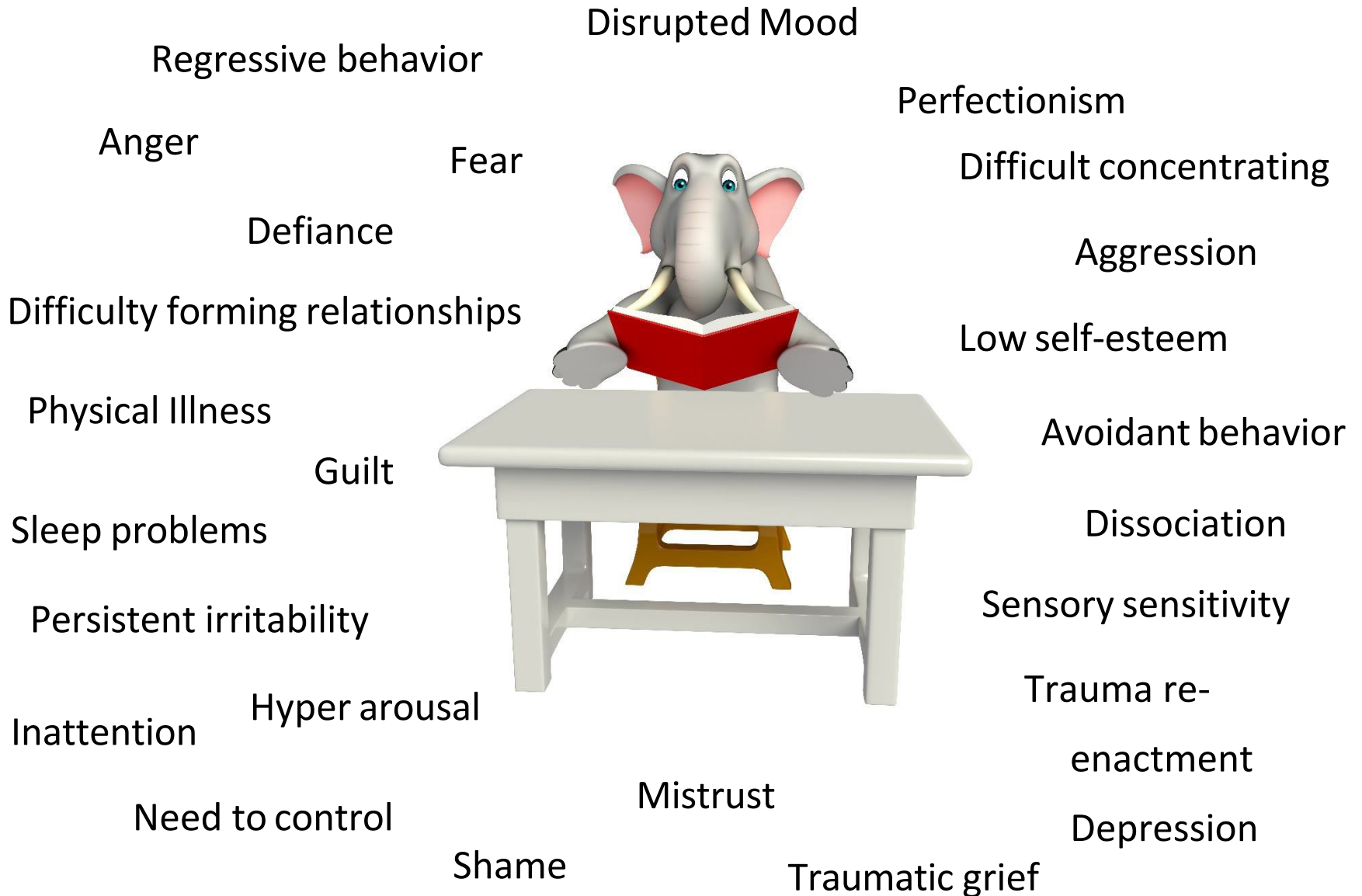


# Why is Trauma-Informed Screening & Assessment Important?

- 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



# 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  
environ  
ment  
with  
supports  
for  
students  
and staff*

*System  
wide  
understa  
nding of  
trauma  
prevalen  
ce and  
impact.*

*Healing,  
hopeful,  
honest  
and  
trusting  
relations  
hips*

*Student  
and  
family  
voice,  
choice  
and self-  
advocac  
y*

*Trauma-  
sensitive  
policies,  
procedu  
res and  
practices*

*Cultural  
Compete  
nce*

*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?

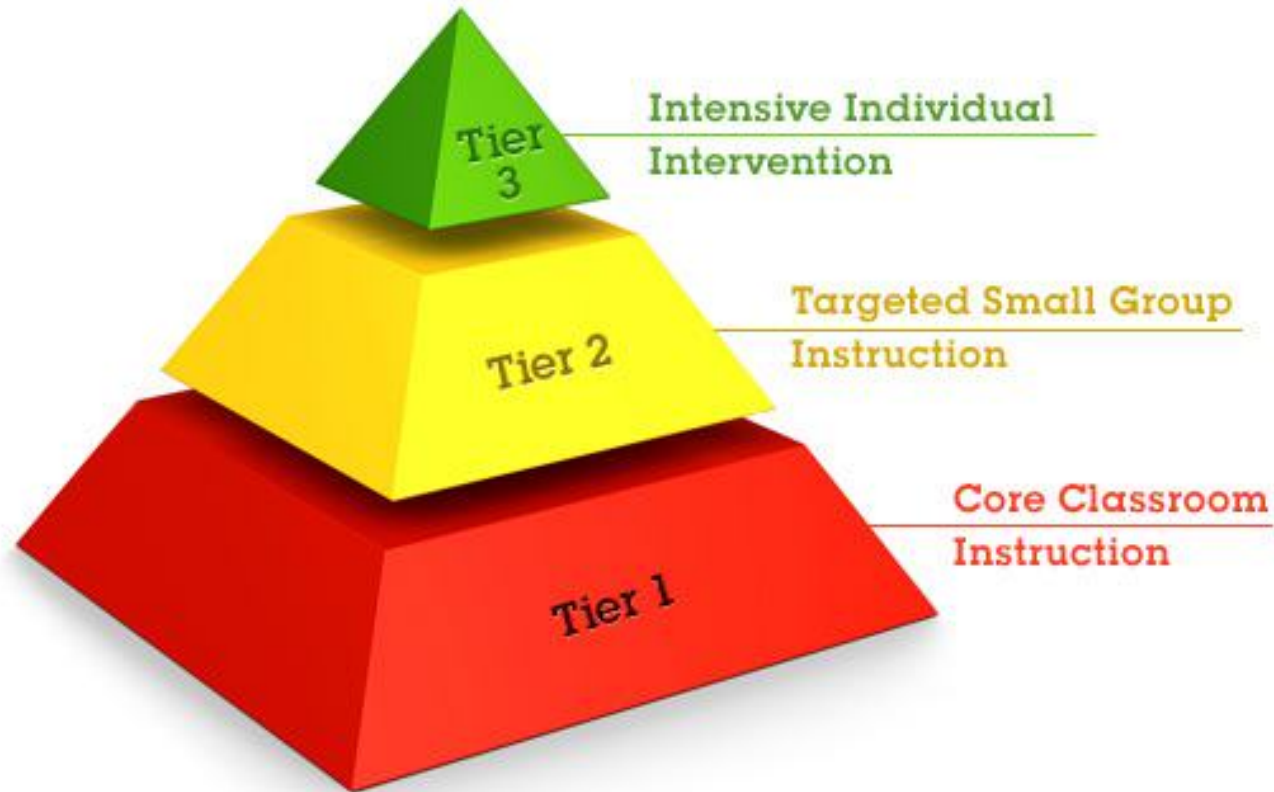
- High Priority
- Mid-Priority
- Low Priority
- Not on our radar



**National Council's  
Organizational Self Assessment  
Domain 1:  
Screening and Assessment**



# Multi-tiered System



## 3 Tiers of Support

# Is ACEs a valid Universal Screener?

ACEs are  
ADVERSE  
CHILDHOOD  
EXPERIENCES

# 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?
- ❑ 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  
<http://www.nationalcouncildocs.net/trauma-informed-care-learning-community/resources/domain-1-screening-and-assessment>
- SAMHSA's Tip 57 – Trauma-Informed Care in Behavioral Health Services, Appendix D – Screening and Assessment Instruments  
<http://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816>
- National Center for Trauma-Informed Care (NCTIC)  
[www.samhsa.gov/nctic](http://www.samhsa.gov/nctic)
- National Child Traumatic Stress Network (NCTSN) [www.nctsn.org](http://www.nctsn.org)



# Screening and Assessment Resources

Eklund, Dr. Katie and Rossen, Dr. Eric. *Guidance for Trauma Screening in Schools: A Product of the Defending Childhood State Police Initiative*. Funded by grant from Office of Juvenile Justice and Delinquency Prevention, 2016.

Retrieved September 8, 2017 from

[file:///C:/Users/jerse/Downloads/Guidance%20for%20Trauma%20Screening%20in%20Schools%20\(2\)%20\(1\).pdf](file:///C:/Users/jerse/Downloads/Guidance%20for%20Trauma%20Screening%20in%20Schools%20(2)%20(1).pdf)

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) retrieved on September 9, 2017 from

[http://www.nctsnet.org/nctsn\\_assets/pdfs/CBITSfactsheet.pdf](http://www.nctsnet.org/nctsn_assets/pdfs/CBITSfactsheet.pdf)





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