

Screening and Assessment in the School Setting

Trauma-Sensitive Schools Learning Community Webinar

November 7, 2018



Audience Survey

Please identify your role in your current position

- Teacher
- Student support (counselor, social worker, school psychologist)
- Nurse
- Administrator (building or district)
- Instructional coach/academic support
- Behavior interventionist or support
- Program Manager
- Other



Webinar Agenda

- What is trauma informed screening and assessment?
- Is this right for our school.
- Integrating trauma assessment into a Multi-tiered system of supports.
- Connecting with community partners to facilitate trauma informed screening and assessment.



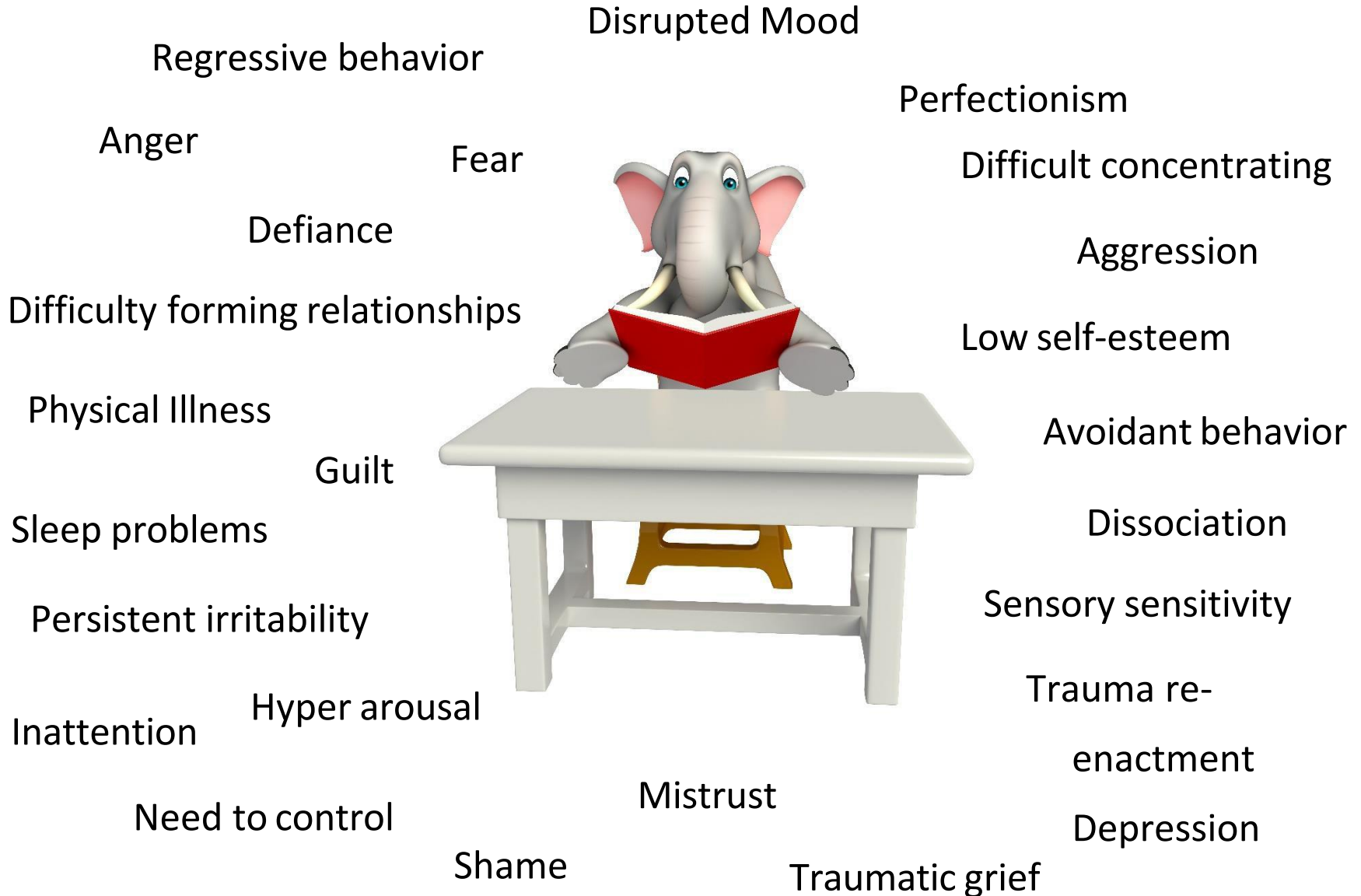
National Council Faculty



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What's Sitting in the Classroom from Trauma



Screening vs. Assessment

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

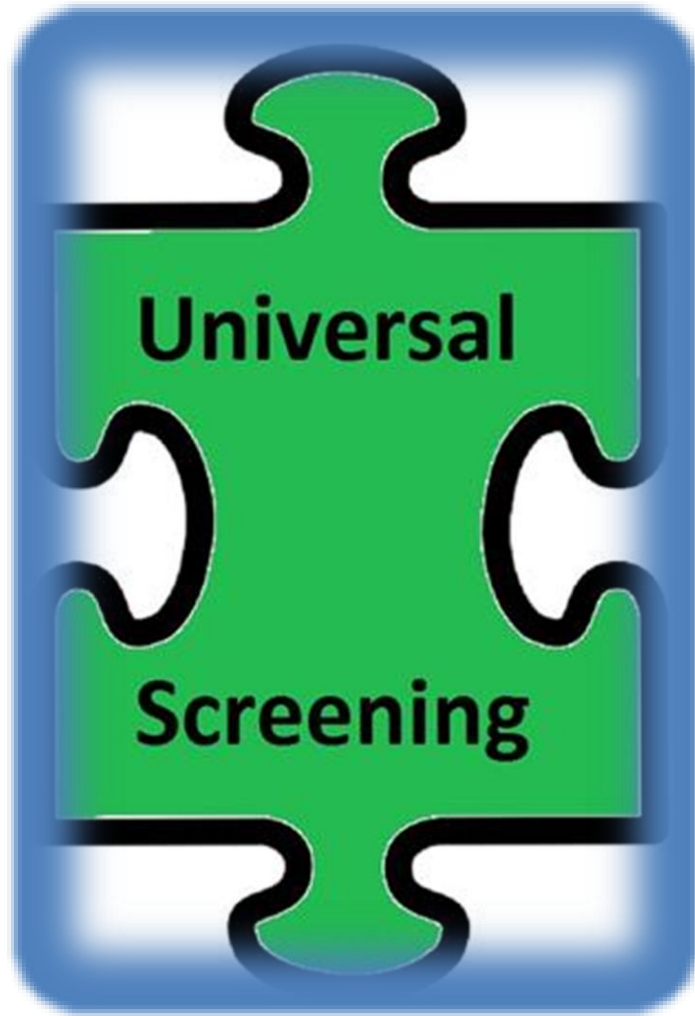


Reasoning for Trauma Screenings

- 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



Universal Screening for Trauma Challenges



- *Can lead to disconnection*
- *Concerns about consent procedures*
- *Limited time*
- *Limited resources*
- *Not necessary to address the impact of trauma*

Polling Question #1

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

- Choice A:* We don't have a routine way to screen for trauma
- Choice B:* We include trauma screening questions but not routinely
- Choice C:* We have built screening questions and practices into our multi-tiered system of supports.



To Screen or Not to Screen??

Assess the role of trauma screening in your educational organization:

- *What do we want to know?*
- *Is screening needed to secure the information we need?*



To Screen or Not to Screen?

Assess the role of trauma screening in your educational organization:



- *How will we use that information you have learned?*
- *If needed do we have a plan to access appropriate services for the student?*

Screening Implemented in a Trauma-Sensitive Way

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



Acquiring Parental Consent

Active

Or

Passive



Student Involvement

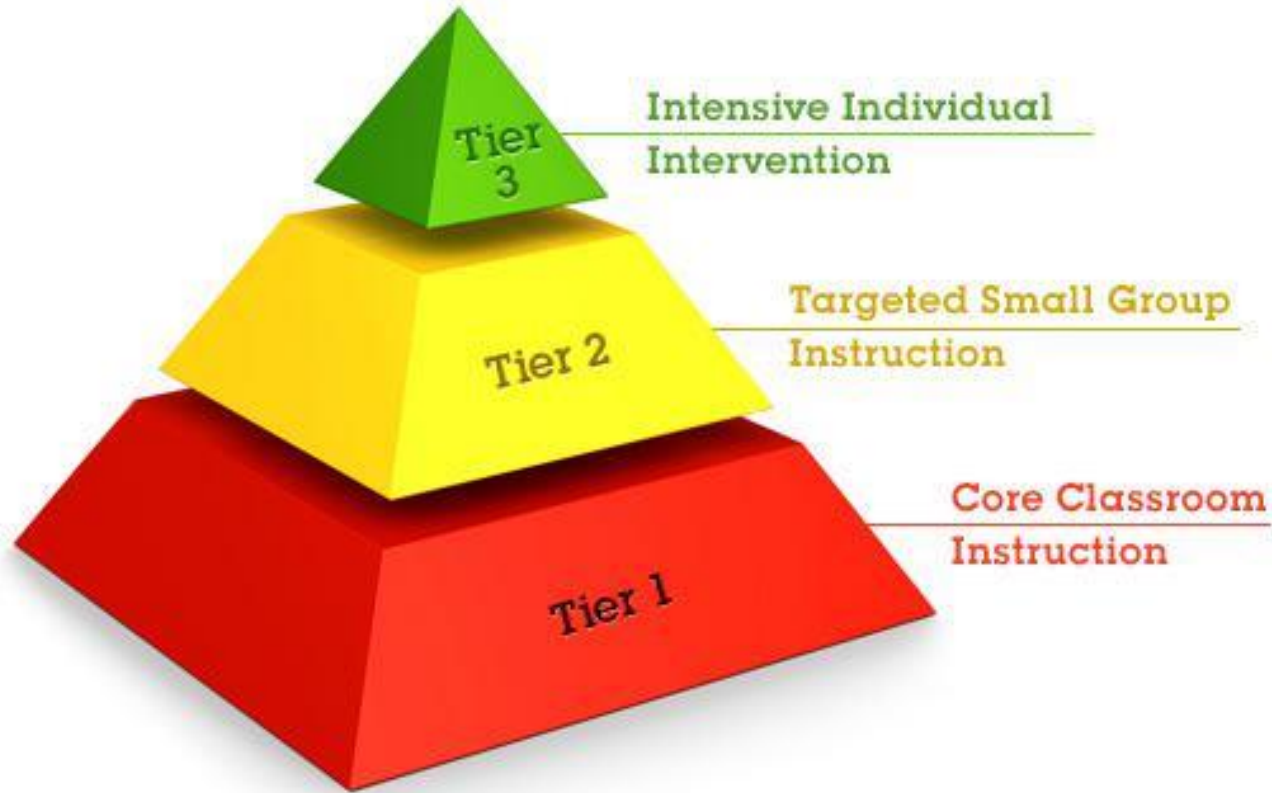


Do we inform or seek student consent?

At what age are students able to participate in decision-making around screening and assessment?



Multi-Tiered System



3 Tiers of Support

Tier I: 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.*



Is ACEs a Valid Screener?

ACEs are
ADVERSE
CHILDHOOD
EXPERIENCES

What are our Processes and Procedures?



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 supports*

Questions to Address Staff Capacity for Screening

- 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?*



Tips for Targeted Screening

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



After the screening, now what?

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

- ✓ *behavior,*
- ✓ *emotional*
- ✓ *academic skills*
- ✓ *performance*
- ✓ *attendance*
- ✓ *engagement in learning.*



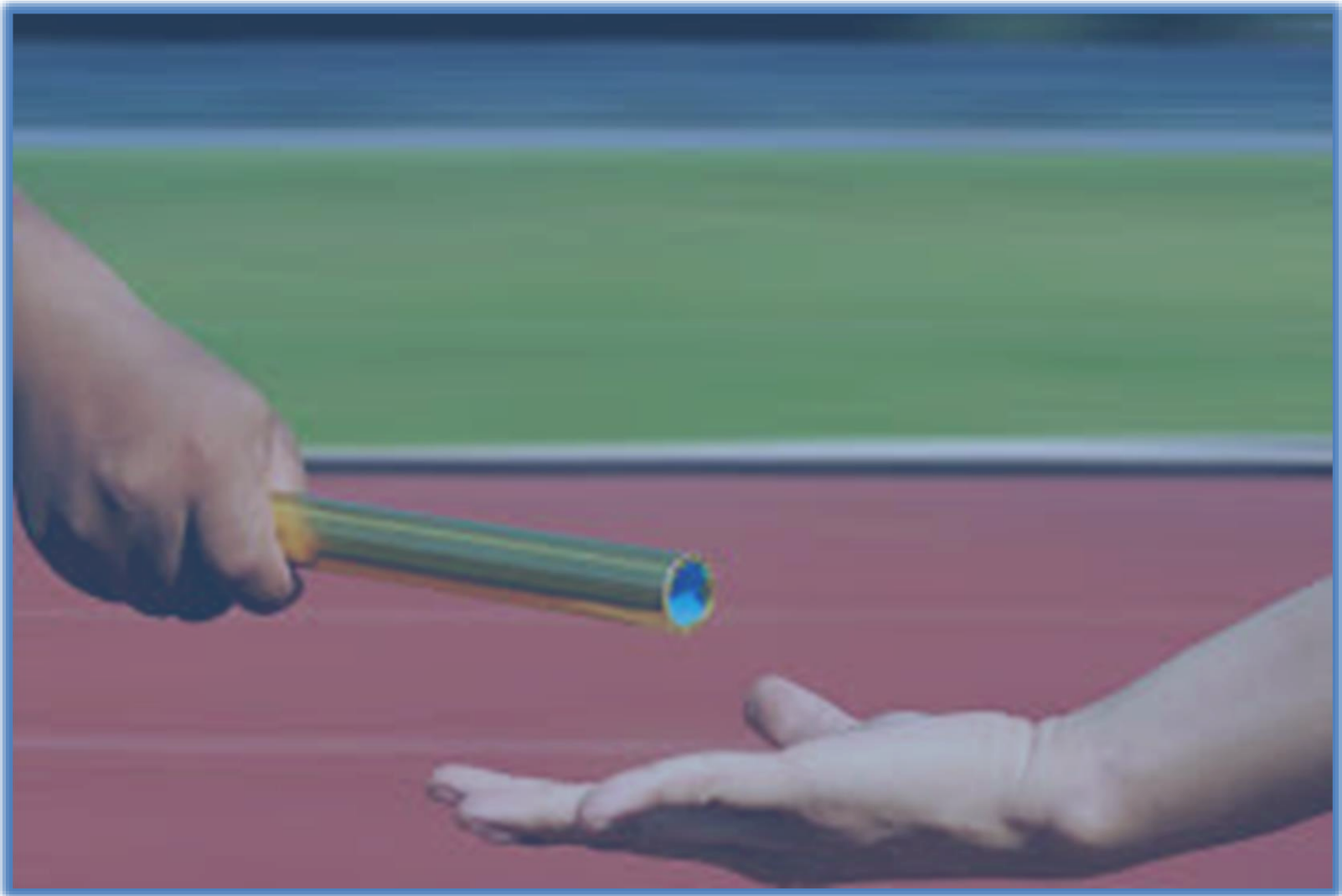
Connecting Screening to Interventions



- ***Life Event Scale***
- ***Child PTSD Symptom Scale***
- ***Children's Depression Inventory***
- ***Pediatric Symptom Checklist***



Warm Hand Offs



Moving Forward with Screening

- *Engage student/family voice in implementation of new tools*
- *Partner with community behavioral health providers and work to align screening and assessment processes and tools*
- *Team members learn about optional screeners, teach the team and choose together the best tool for the school.*
- *Use a pilot site to assess the tool's effectiveness in meeting your stated objectives.*
- *Reflect yearly on the ongoing need and effectiveness of your screener.*



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



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
- National Child Traumatic Stress Network (NCTSN) www.nctsn.org



Your Resource Team Contact Information

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