University at Buffalo
School of Social Work

Trauma-Informed Educational Practices(TI-EP) Initiative
Kenmore-Tonawanda School District

The Institute on Trauma and Trauma-Informed Care

Buffalo Center for Social Research

University at Buffalo School of Social Work

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Ken-Ton TI-EP Initiative: 3-Year Project

- Evaluation (baseline, midpoint & post)
- Training, consultation & coaching for teachers, staff and community across the School District
- Administrative/leadership coaching
- Development of an internal “TI-EP Champion Team”

Those amongst us

Real story….

Medical trauma

Being shot at…

Family member of war veteran

Domestic Violence

Body image issues

PTSD of family member

Financial struggles

Substance use (personal)

13+ moves across the world

Bullying

Stabbing

Physical deformity

Physical/Sexual abuse

Self harm

Police brutality

Substance using parents

Emotional abuse

Death in the family

Survivors guilt

Complex trauma

Neglect

Divorce

Gang violence (7 friends lost)

Incarcerated parents

Homelessness

Family dysfunction

Observing traumatized family members struggle

Having gun put to my head

Raid – witnessing arrest of family member

Child welfare system

On Becoming Trauma Informed

"I'm right there in the room, and no one even acknowledges me."

Three Levels of Trauma Practice

Trauma-Informed – universal precaution; 5 guiding values/principles

Trauma Sensitive – screening/assessing; preventing re-traumatization

Trauma Specific – evidence-based, trauma treatment interventions

Trauma-Informed Evaluation

- ITTIC's research team will continuously assess your organization's climate and procedures for alignment with TIC

- The assessment will:
  - Identify strengths in the organization
  - Provide work-unit specific data
  - Monitor progress over time

Trauma-Informed Evaluation Instruments

- The TIC Climate (34 Items – assesses perception of KENTON climate concerning the five dimensions of TIC –
  - Safety,
  - Trustworthiness,
  - Choice,
  - Collaboration and
  - Empowerment.
- Since prior work with varying types of agencies has suggested that High scores on these scales are related to increased compassion satisfaction and increased organizational commitment, as well as decreases in burnout and secondary traumatic stress, in tracking across time we can see how staff are influenced by the training.

Trauma-Informed Evaluation Instruments

- The TIC Procedures Assessment (Shortened for Kenton – 48 items) covers the following areas:
  - Support for staff development – training;
  - Staff development – supervision, support and self-care;
  - Privacy and Confidentiality;
  - Open and Respectful Communication;
  - Consistency and Predictability;
  - Delivering Services around Trauma;
  - Involvement of students and Families in planning process;
  - Policy Creation;
  - Review of Policies;
- As with the Climate Measure – tracking across time will allow us to assess how the behaviors may have shifted as a function of the training.

Trauma-Informed Evaluation Instruments

- Organizational Readiness to change – 12 Items covers the following:
  - **Acceptability of Intervention**
  - **Intervention Appropriateness**
  - **Feasibility of Intervention**

- This will provide us with whether specific schools are more or less ready for this type of intervention – can lead to discussion of ordering how we implement – potentially looking to allay fears and provide information concerning the content and impact on the individual.

Evaluation Procedures

- The intention of ITTIC is to do the surveys at the beginning, midpoint (Year two) and end point (end of Year 3).
  - Staff, Students, and Parents will be receiving surveys

- We will track changes across time in the three measures to see if training has influenced perceptions of the school system.

- We will also assess the performance indicators that the Tower Foundation may request.

Tower Foundation Performance Indicators

QUANTITY INDICATORS

of disciplinary referrals

# of staff trained (by area)

# of trainings

# of trauma champion/mentor team meetings

# of trauma education presentations at PTA meetings

# of parents attending trauma education presentations at PTA meetings

# of focus groups conducted regarding trauma awareness

# of students responding to trauma survey

QUALITY INDICATORS

% of parents/teachers/staff /administrators/students demonstrating trauma awareness

% of staff trained (by area)

% of parents/teachers/staff /administrators reporting satisfaction with training

% of parents/teachers/staff /administrators reporting that they are likely to use what they've learned from trainings/presentations

% of parents showing awareness of trauma-informed practices in schools

Tower Foundation Performance Indicators

Is anybody Better off

#/% of disciplinary referrals resolved in a trauma-sensitive manner

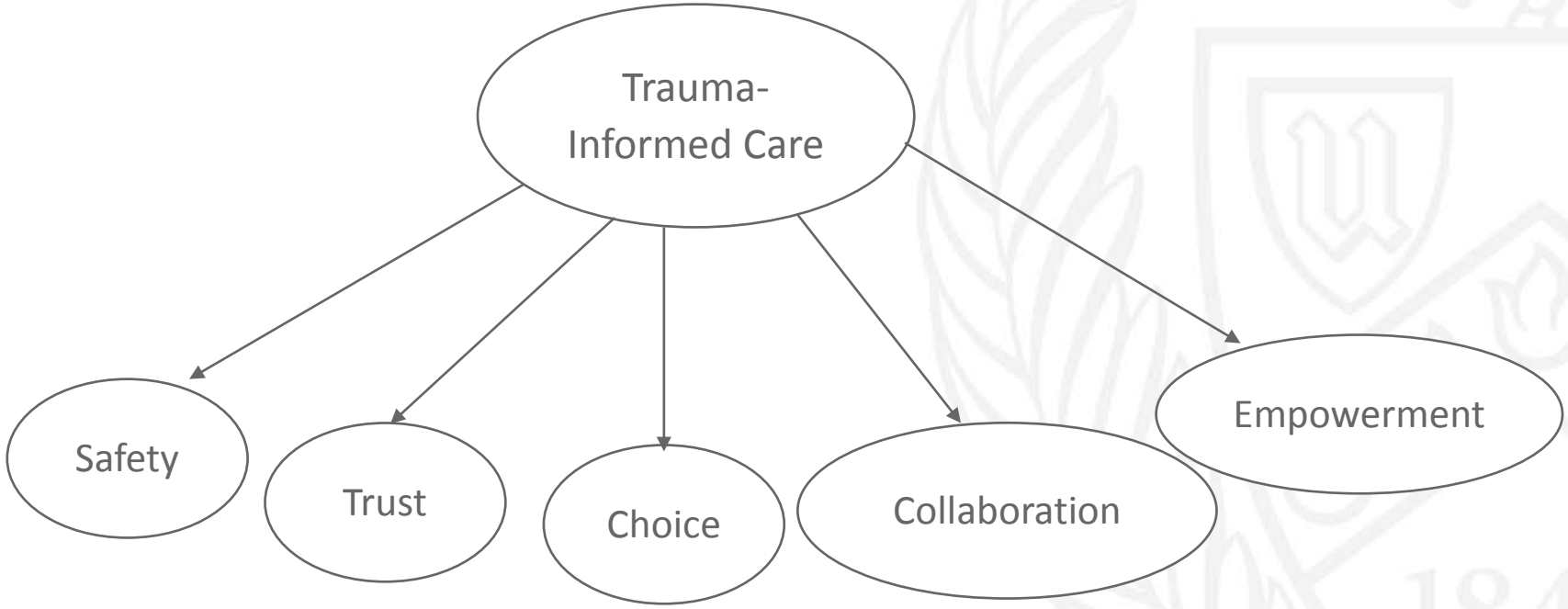
#/% of teacher-student interactions reflecting trauma-sensitivity

#/% of absentee days (total counts, not individualized)

#/% of students succeeding academically

Our Research

- The five values of TIC are strongly correlated and share an underlying dimension
- Intervention in any one five values will have an effect on the others



Outcome Studies

- Implementing TIC has been associated with:
  - Improvements in staff satisfaction
  - Reductions in unplanned discharges

- The five values of TIC have been:
  - *Positively* associated with **organizational commitment** and **compassion satisfaction**, and
  - *Negatively* associated with **burnout** and **secondary traumatic stress**

Correlations

Table 1. Selected Correlations of TIC Constructs and Outcome Variables (N=197).

Variable	Burnout	Secondary Traumatic Stress	Compassion Satisfaction	Organizational Commitment
Safety	-.433**	-.365**	.472**	.540**
Trust	-.409**	-.260**	.378**	.593**
Choice	-.382**	-.208**	.466**	.624**
Collaboration	-.360**	-.221**	.348**	.623**
Empowerment	-.399**	-.287**	.455**	.658**

Note. ** $p < .01$.

Trauma-Informed Educational Practices In Action…