


Resilient Kids. Stronger Communities. Brighter Futures.

Northwestern Medicine
Feinberg School of Medicine

 Ann & Robert H. Lurie
Children's Hospital of Chicago
Pritzker Department of
Psychiatry and Behavioral Health

Resiliency Education to Advance Community Healing (REACH):

An Illinois State Board of Education/Center for Childhood
Resilience at Lurie Children's Hospital of Chicago Collaborative



Stress & Trauma
Treatment Center, Inc.



*Center for Childhood Resilience, Pritzker Department of Psychiatry and Behavioral Health
Ann & Robert H. Lurie Children's Hospital of Chicago*

REACH Partners Current and Expanding



Illinois
State Board of
Education

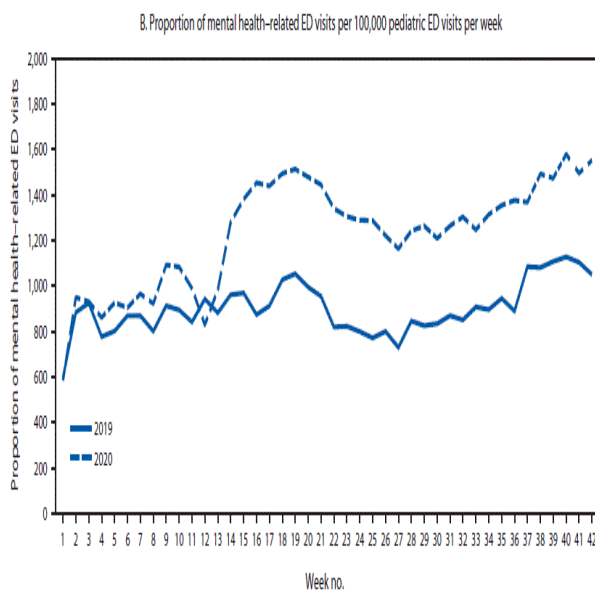


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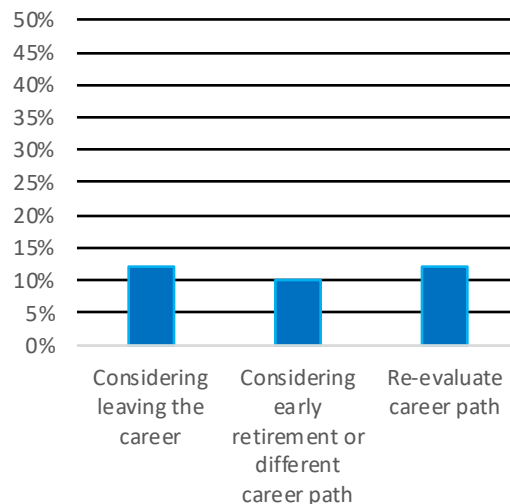


In 2020, the COVID-19 pandemic quickly impacted the lives of students, educators and families

RECENT SURVEYS HIGHLIGHT INCREASED NEED FOR SOCIAL AND EMOTIONAL SUPPORTS



Illinois Education Association Poll (October, 2020)

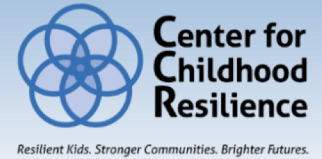


IMPACT OF TRAUMA EXPOSURE

- COVID-19 has disrupted nearly every aspect of adults and children's lives, alike
- More than 8 in 10 Americans (83%) say the future of our nation is a significant source of stress
- Compared with 2019, the proportion of mental health-related visits for children aged 5–11 and 12–17 years increased approximately 24% and 31%, respectively.
- 66% of educators are burned out

Leeb RT, Bitsko RH, Radhakrishnan L, Martinez P, Njai R, Holland KM. Mental Health-Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:1675–1680. DOI: <http://dx.doi.org/10.15585/mmwr.mm6945a3>

ISBE Recognizes the Importance of Addressing Mental Health and Trauma



- ISBE’s 2020 Strategic Plan included a focus on SEL and Mental Health
 - 2.1.1 Support schools to address the social and emotional needs of students, educators, and staff impacted by COVID-19 by providing them **with high-quality professional development**
 - 2.1.2 Support district implementation of **policy and guidance to promote students’ safety and wellbeing**, including non-discrimination and inclusion
- ISBE’s Wellness Department is leveraging federal and state funding resources to ensure all students and educators have access to the tools and supports necessary to be successful and break down SEL and mental health barriers.

MHA- IL	2015	2020	2021
Overall State Rank For Youth Mental Health	19	27	36
Youth With At Least One Major Depressive Episode In The Past Year	8.86% 94,000	14.00% 141,000	14.86% 148,000
Youth With Major Depressive Episodes In The Past Year Who Did Not Receive Treatment	(Not Asked)	56.1% 80,000	62.1% 90,000
Youth With Severe Major Depressive Episodes In The Past Year	(Not Asked)	10.1% 98,000	11.0% 104,000
Youth With Severe Major Depressive Episodes Who Received Some Consistent Treatment	(Not Asked)	27.40% 26,000	25% 26,000
Students Identified With Emotional Disturbance for an IEP	10.87% 20,192	10.17% 18,373	10.19% 18,237
Youth With Private Insurance That Did Not Cover Mental Or Emotional Problems	36.4% 82,513	5.8% 28,000	7.2% 34,000
Youth With Substance Use Disorder In The Past Year	5.83% 62,000	4.67% 47,000	4.04% 40,000

The Need for Data



Despite growing support and increased rate of which trauma-informed approaches are being promoted and implemented in schools, evidence to support this approach is lacking.

(Maynard, Farina, Dell & Kelly, 2019)

Trauma-Responsive Schools Designation Model for Illinois

The Goal: Create a “Trauma-Responsive” designation that schools would aspire to achieve, along with access to the required resources and funding needed to incentivize and support schools to increase trauma-responsive policies and practices. (TRS-D)

Why do we need a designation? Schools and districts are all in varying stages of trauma-responsiveness, but a designation “system” allows for:

- Leverage range of local and national efforts and legislation
- Establish standardization/common definition
- Provide strategic direction and evidence-based supports aligned to school and district goals
- Develop model to measure how schools are doing and progressing
- Support and incentivize schools toward achieving and sustaining designation
- The model leverages the nationally endorsed Trauma Responsive School-Implementation Assessment (TRS-IA).

What is the TRS-IA?

An **evidence-informed self-assessment** that can **quickly (~20 minutes)** and **efficiently identify trauma responsive programming** and **policy domains** of strength, as well as areas with greater room for improvement.



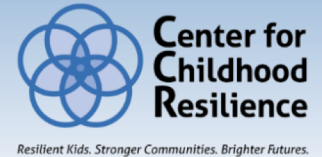
Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

Trauma Responsive Schools-Implementation Assessment (TRS-IA) Domains



How are you doing in these domains?

Statewide Pilot: Resiliency Education to Advance Community Healing (REACH)



REACH Pilot Goals

PREPARE

Prepare educators and schools to support student mental health and resilience via trauma-informed policies and practices

FOSTER

Foster educators' personal and professional resilience and self-care

ASSIST

Assist schools and districts in creating school mental health structures and data-driven approaches to addressing trauma and building resilience

PLAN

Plan for sustainability by involving partners from across Illinois (e.g., Illinois Educator Association (IEA), Illinois Federation of Teachers (IFT), Regional Offices of Education (ROE) in a train-the-trainer model

Path to REACH Statewide Expansion

Resiliency Education to Advance Community Healing (REACH)

2020 - 2022

TRS-D Pilot and Study
(25 Schools: 13 Model 1
and 12 Model 2)

2020 - 2022

REACH Pilot (ISBE/CCR
Partnership) (55 Schools
across 26 Districts)

2021 - 2024

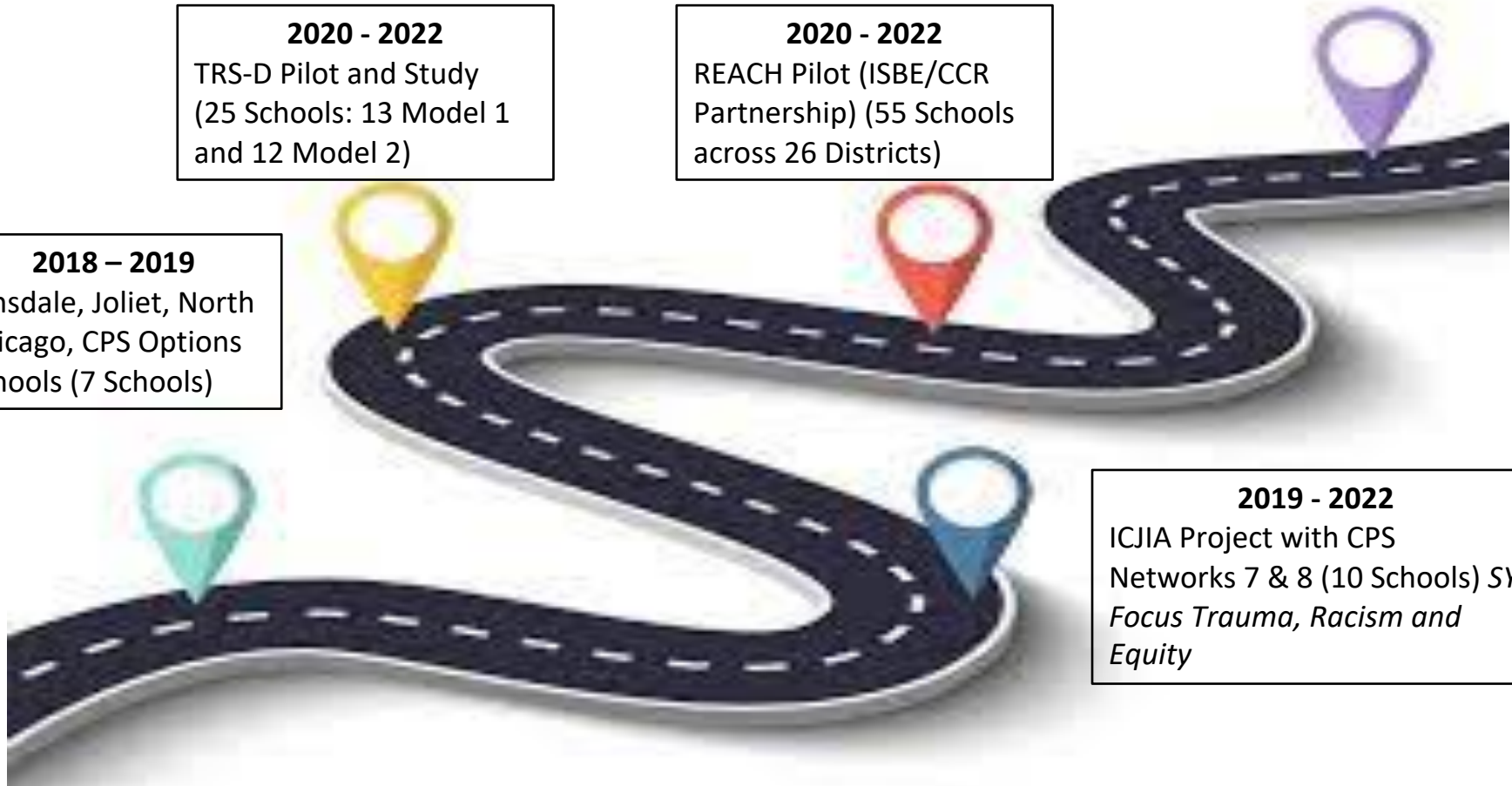
REACH Pilot Statewide Expansion
(852 schools across 426 Districts)

2018 - 2019

Hinsdale, Joliet, North
Chicago, CPS Options
Schools (7 Schools)

2019 - 2022

ICJIA Project with CPS
Networks 7 & 8 (10 Schools) *SY
Focus Trauma, Racism and
Equity*



Summary of TRS-IA Scores Across Participating CPS Schools



Trauma Responsive School
Implementation Assessment

Average scores for 8 CPS schools across 8 TRS-IA domains

FAMILY & COMMUNITY ENGAGEMENT

STAFF SELF CARE

TARGETED TRAUMA-INFORMED PROGRAMMING

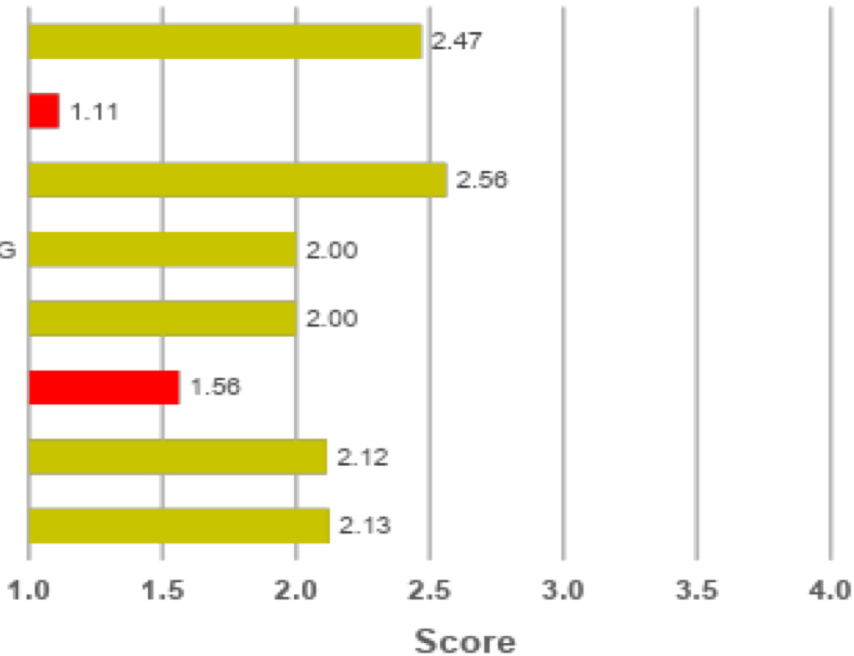
PREVENTION/EARLY INTERVENTION TRAUMA PROGRAMMING

CLASSROOM STRATEGIES

WHOLE SCHOOL TRAUMA PROGRAMMING

WHOLE SCHOOL PREVENTION PLANNING

WHOLE SCHOOL SAFETY PLANNING



TRS-IA Domains

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Program Data Tracking: ICJIA TRS Schools Action Plans

Main Themes of the ICJIA Trauma Responsive Schools (TRS) Action Plans

Identification of a need and plan for **foundational trauma** training(s) for all school staff (e.g., NSELS, CCR, other partners)

Expressed need and plans for **ongoing training** in strategies that support the various pillars of trauma responsiveness

Highly elevated need for education for teachers on **secondary traumatic stress** and self-care

Need for **de-stigmatization** around mental health promotion and treatment for school staff (e.g., newsletters and Employee Assistance Program)

Need to move beyond collection and monitoring of implementation data to measurement of **impact data** (e.g., self-care instruments)

Requests for training in **evidence-based trauma-focused interventions** for students in need

Exploration of **whole classroom** emotion regulation strategies

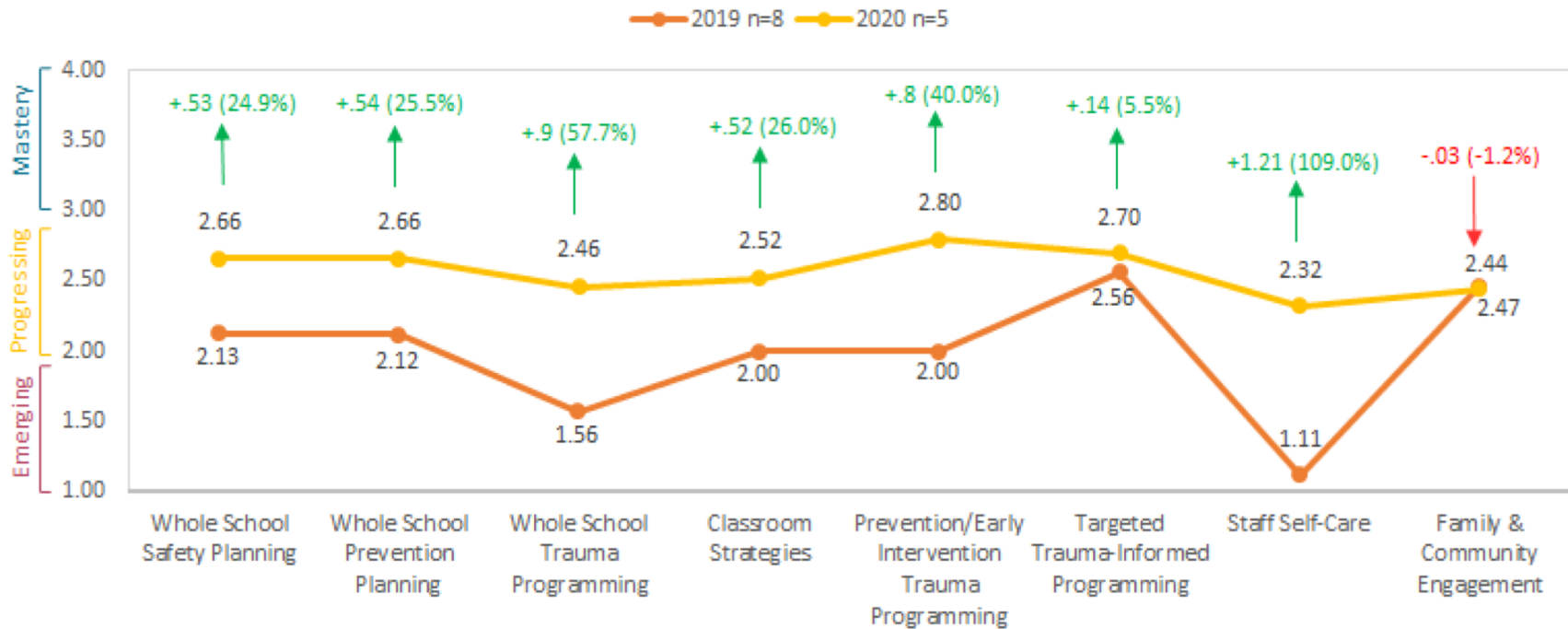
Definite need for **financial resources** to support the implementation of action plan

Questions/concerns regarding **ongoing coaching/progress monitoring** of action plan



Trauma Responsive School Program in CPS (TRS-IA Pre-Post Analysis)

ICJIA SCHOOLS TRAUMA RESPONSIVENESS PROGRESS 2019-2020



FY21 TRS-IA Pre-Post Analysis to be conducted in June 2021

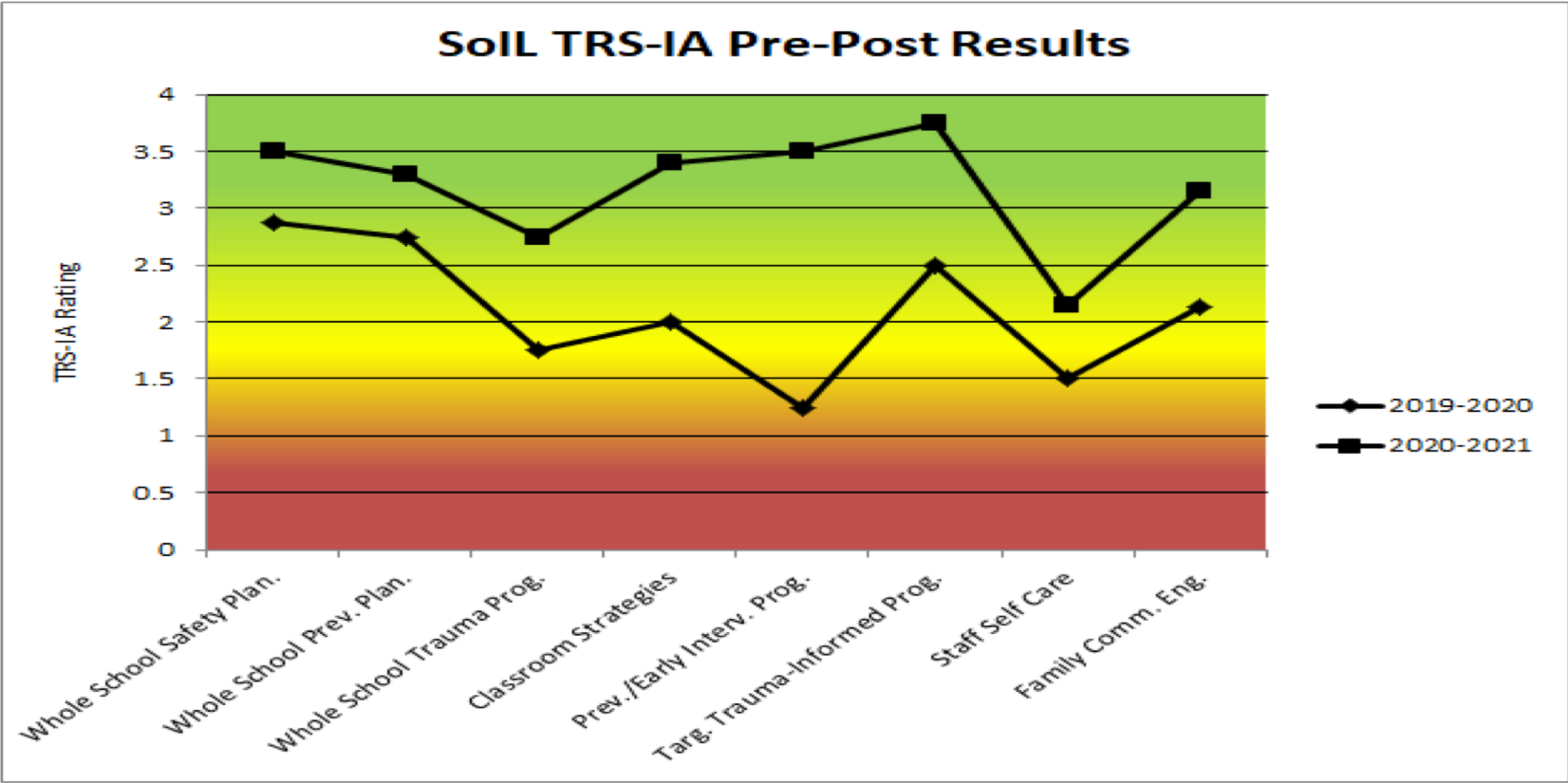
Summary of TRS-IA Scores Across Southern Illinois

Domain	2019-2020	Descriptor	2020-2021	Descriptor
Whole School Safety Planning	2.88	Progressing	3.5	Mastery
Whole School Prevention Planning	2.75	Progressing	3.3	Mastery
Whole School Trauma Programming	1.75	Emerging	2.75	Progressing
Classroom Strategies	2.0	Progressing	3.4	Mastery
Prevention/Early Intervention Programming	1.25	Emerging	3.5	Mastery
Targeted Trauma-Informed Programming	2.5	Progressing	3.75	Mastery
Staff Self Care	1.5	Emerging	2.15	Progressing
Family Community Engagement	2.13	Progressing	3.15	Mastery

FY21 TRS-IA Pre-Post Analysis to be conducted in June 2021



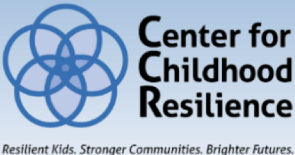
Trauma Responsive School Program Data in Southern Illinois



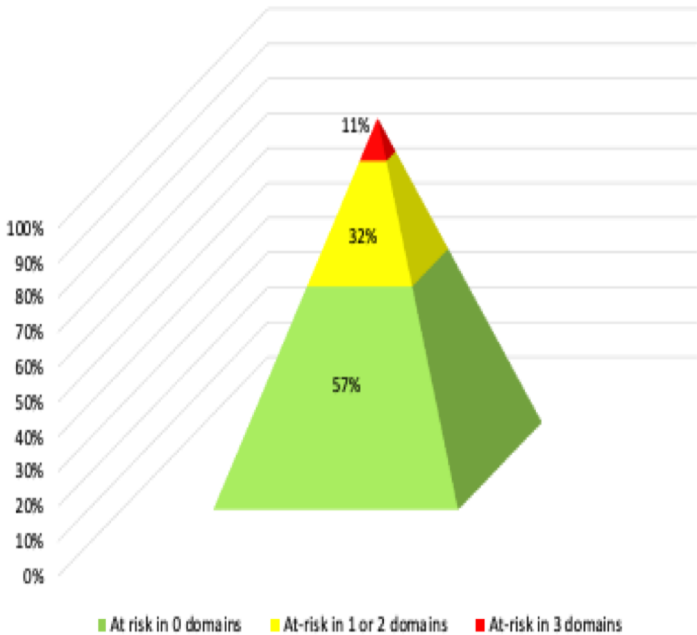
FY21 TRS-IA Pre-Post Analysis to be conducted in June 2021



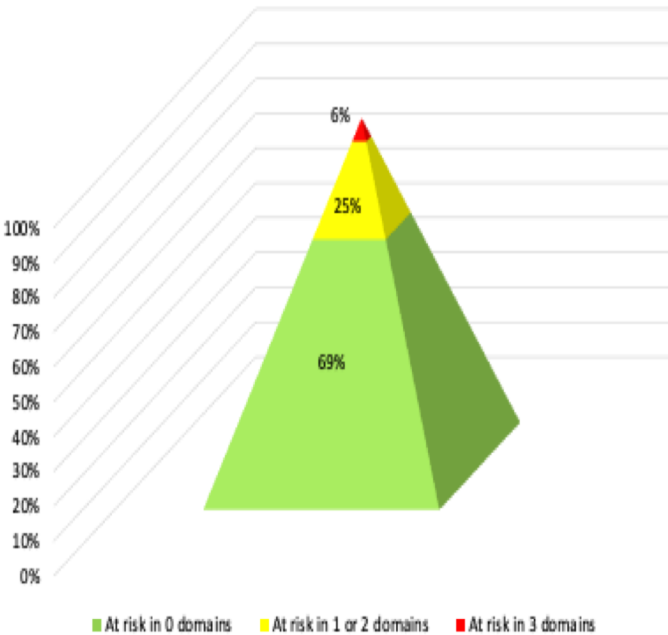
Trauma Responsive School Program Data in Southern Illinois



February 2020



December 2020



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SY22 REACH Pilot

- School Identification
 - 18 Schools with a Comprehensive Designation
 - 58 Schools with a Targeted Designation
 - 49% elementary, 36% middle and 11% high schools
 - 5 out of 6 regions, 17 counties
 - Team Membership
- School Team Membership
 - School Administrator
 - Educator
 - School-Based Mental Health Professional
 - Parent
 - 21st CCLC Coordinator



Overview of REACH



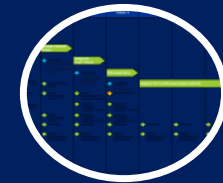
Universal Professional Learning

Series of training to provide foundational understanding of trauma and its impact on students



REACH Wellness Team Cohort(s)

Professional learning for REACH team members of comprehensive schools with 21st Century grants



REACH Action Plan Implementation

Action Plan Implementation

Phase 1
**Professional Development, Assessment and
Action Plan Development**

Phase 2
Implementation

Universal Professional Learning



- Launched the universal training portal on Center for Childhood Resilience's virtual learning platform
- During the first week of the launch, more than 2000 individuals accessed the portal
- To date, we have had more than 5,000 educators login to the training

"What I liked the most is that not only did you address the children's well-being but also the staff's."

"I liked that presenters gave realistic information for teachers to implement."

"I loved the accompanying articles; I shared Calm Classroom with my department."

Phase 1 Universal Professional Development

Phase 2 Implementation

GOAL

Prepare educators, school-based mental health professionals, grantee staff and schools to support student mental health and resilience via trauma-informed policies and practices and foster educators' personal and professional resilience and self-care within context of COVID/Remote Learning



**Impact of Trauma on
Students, Staff and schools**



**Strategies for the
Classroom**



Psychological First Aid



**Racism, Inequity and
Trauma**



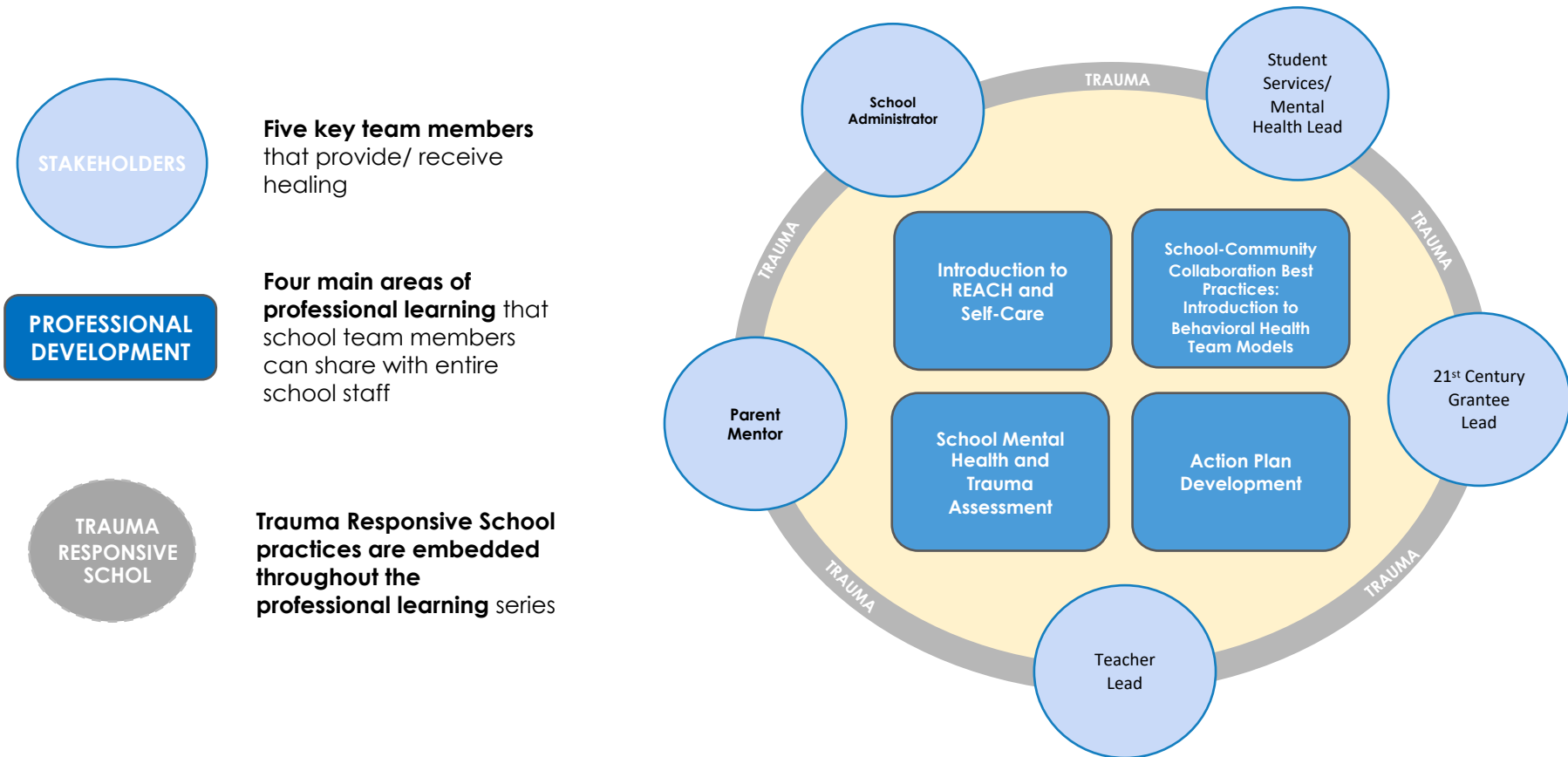
Adult SEL

Phase 1
Team Development, Assessment and
Action Plan Development

Phase 2
Implementation

GOAL

Assist school-community leadership teams to implement data-driven strategies to address student trauma and mental health needs and build resilient communities



Program Evaluation REACH

Wellness Teams

- 1 Are REACH teams engaged in the process?
 - acceptability and fidelity
 - Attendance/completion of trainings by REACH teams
 - completion of TRS-IA
 - completion of other mental health assessment tools (e.g, SHAPE)
 - completion of action plans
 - engagement in EOY cross-school summit sharing

- 2 Is the process sufficient for creating high quality Action Plans?
 - quality of action plans produced by schools.
 - quality of Action Plan Rating Tool

- 3 Are participants learning from and satisfied with Professional Development (PD) activities?
 - Evaluate satisfaction with PDs
 - Evaluate retrospective learning from PDs
 - Evaluate Communities of Practice

REACH Baseline and Outcome Data



Focus Groups



Structured Interviews



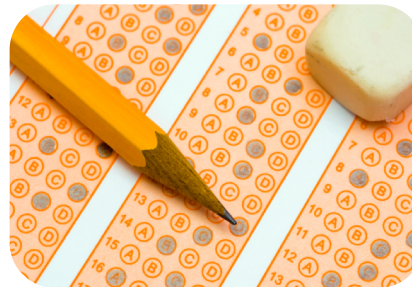
TRS-IA



Satisfaction Survey



Panorama Surveys



Trauma Knowledge
and Skills



Attitudes Related to
Trauma-Informed Care

Elementary and Secondary Schools Emergency Relief (ESSER) Funding

ISBE ESSER funding priorities include Digital Equity, Educator Support and **Social Emotional Health**

- Trauma research indicates that problems experienced during the pandemic have prolonged impacts
- It is essential to build a wellness infrastructure that is responsive and sustainable
- Leverage ESSER funding to expand REACH statewide
 - Breadth of universal virtual training offerings
 - ROE SEL Coaches Training of Trainers
 - REACH Designation



REACH and ISBE Illinois Quality Framework (IQF)

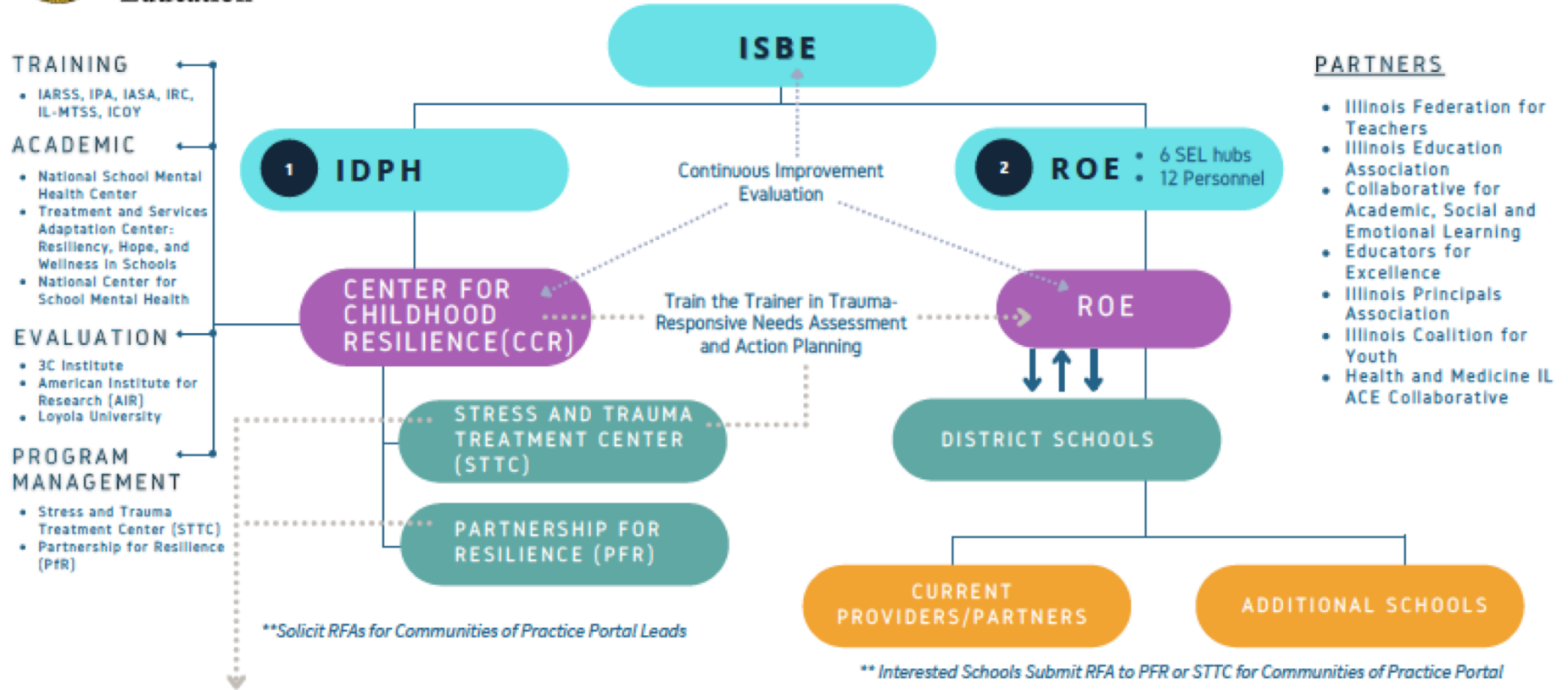
The REACH framework is aligned to Standards I-VII of the Illinois Quality Framework.

IQF Standards	REACH
Continuous Improvement	Schools establish a <u>REACH Wellness team</u> that is comprised of a school administrator, school-based mental health professional, teacher, parent and community partner. The team engages in <u>self-assessment and action planning</u> related to trauma responsive policies, procedures and practices that improve social emotional, behavioral and academic outcomes for all students.
Culture and Climate	School teams set <u>data-informed TRS goals that support learning environment</u> in which students experience strong relationships, emotional safety, and an ability to express emotions in healthy ways
Shared Leadership	<u>District and school level teams collaborate</u> to continuously assess and apply TRS assessment data (and other data).
Governance, Management and Operations	District and school <u>creates trauma-informed policies and procedures</u> that school personnel implement to ensure a system of support that addresses student mental health and resilience via trauma-responsive and healing-centered policies and practices.
Educator and Employer Quality	School personnel actively support their own professional practices by engaging in <u>universal learning and online communities of practice</u> . Communities of practice provide space for school teams to convene with other school teams to learn, share best practices and apply new knowledge. Community of Practice topics will center the most common goals found among trauma-responsive school action plans.
Family and Community Engagement	The school actively involves and <u>leverages resources within the community</u> to meet the academic, social and emotional needs through implementation of community-based programming and coordinating program that supports students and school personnel.
Student and Learning Development	Educators collaborate to provide a classroom environment that <u>equitably engages all students</u> by using effective, varied, and research-based practices to promote emotional safety, healthy relationships and healthy expression of feelings among students to <u>meet their social and emotional needs</u>



REACH-DESIGNATION

RESILIENCY EDUCATION TO ADVANCE COMMUNITY HEALING (REACH)



COMMUNITIES OF PRACTICE SCHOOL LEVEL PORTAL

- Youth Voice
- Adult SEL
- Tier 1 SEL
- Tier 2 Interventions
- Restorative Practices
- Racism, Inequity and Trauma
- Educator Self-Care
- Family and Community Engagement
- Topics for community and after school partners

COMMUNITIES OF PRACTICE DISTRICT AND SCHOOL ADMINISTRATOR PORTAL

- Infrastructure and Capacity Building



REACH-DESIGNATION

- EXEMPLARY
- STRONG
- EMERGING

How Can REACH Inform the Work of the WCTF?

- Creates a model for the task force to examine and consider
- Full Scale evaluation provided with both quantitative and qualitative data
- Working group leaders can engage with different elements of the pilot throughout the process to reflect the priorities of the task force
- Engagement with 6 Regional Hubs will provide data on feasibility across the state
- Identify key exemplar programs across the state and invite to present to the WCTF to inform critical supports for diverse districts
- Virtual platform provides open access and feedback from educators and community members that will inform our recommendations

How Can WCTF Build on REACH Pilot?

- Provide oversight and recommendations for the program refinement and dissemination
- Access to state leaders and legislators to elevate the importance of building a statewide model
- Ensure alignment with other key educational programs and standards in place already
- Create recommendations to state leaders about the key elements that will require continued infrastructure and funding investments beyond these emergency funds
- Create recommendations for pre-service educator and behavioral health training programs that align with Creates a model for the task force to examine and consider
- Participation in the initial Trauma Responsive Designation design, pilot, evaluation, refinement and dissemination


ISBE Department of Wellness Initiatives



**LCH/CCR
Universal
Trauma &
REACH Pilot**




**STOP Grant:
Youth Mental
Health First
Aid Training**




**Emotional
Intelligence/
SEL Task
Force**



**Midwest
Region 9 COP
SEL Rural
Schools
Initiative**



**YRBS-Youth
Risk Behavior
Survey**

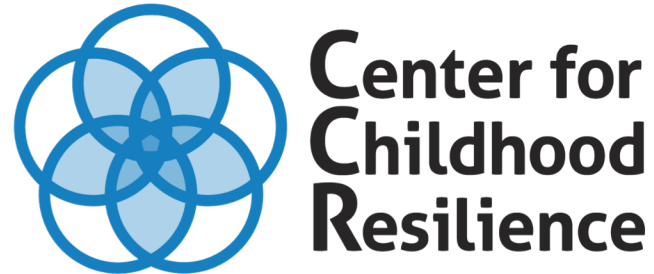


**Safe2Help
Initiative**



IL-AWARE

Thank You!



Resilient Kids. Stronger Communities. Brighter Futures.

**For more information, visit our website,
www.childhoodresilience.org**

**Email us,
ccr@luriechildrens.org**

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www.facebook.com/lurieCCR**