

Wisconsin Trauma-Sensitive Schools Fidelity Tool

Department of Public Instruction

Instructions: This tool is intended to paint a picture of your school prior to the implementation of trauma-sensitive policies and practices. It may also help shape your school conversation around how to become more trauma-sensitive.

The completion of the tool should be done in teams to get different perspectives from throughout your school. At a minimum your TSS team should include members from the following: (1) administration (2) pupil services and (3) a classroom teacher. In addition, gathering input from students, parents and staff from other areas (SRO's, librarian, etc.) would also be helpful, if available.

The first time you complete this tool, answer based on what your school is like just prior to initiating the Trauma-Sensitive Schools project. This will supply baseline data. Schools are encouraged to have two groups fill out the tool at baseline. This allows DPI to evaluate the tool itself and also allows school teams to have a critical conversation about whether everyone sees the school in the same light.

Scoring Guideline: Four potential responses are available: not in place, minimally in place, partially in place and fully in place. Criteria for each response are detailed below each item. Please read these criteria before you answer. For instance, note that “fully in place” does not necessarily mean that an item takes place 100% of the time.

Section 1: School Environment

1a. The school contains predictable and safe environments (including classrooms, hallways, playgrounds, and school buses) that are attentive to transitions and sensory needs.

Predictable means that there is a routine flow of people through these areas at set times. Even if there are a lot of students in an area, an adult coming into the school from the community would describe the environment as orderly, rather than chaotic. Paying attention to sensory needs would include being mindful of things like noise and crowding.

Fully in Place: *All locations listed above (90%+ of classrooms, hallways, playground and 90%+ of district school buses) maintain these predictable and safe environments at all times.*

Partially in Place: *Two or three of the locations listed above (90%+ of classrooms, hallways, playground and 90%+ of district school buses) maintain these predictable and safe environments at all times.*

Minimally in Place: *One of the locations listed above (90%+ of classrooms, hallways, playground and 90%+ of district school buses) maintain these predictable and safe environments at all times.*

Not in Place: *None of the locations listed maintain safe and predictable environments at all times.*

1b. Adequate staff supervision is provided (including passing times in hallways, arrival and departure times, bus loading, recess, lunchroom, checking bathrooms).

Fully in Place: *Adequate supervision is provided at all times in each of the times/locations/situations listed above.*

Partially in Place: *Adequate supervision is provided at all times in all but one or two of the times/locations/situations listed above.*

Minimally in Place: *Adequate supervision is provided at all times in one, two, or three of the times/locations/situations listed above.*

Not in place: *Adequate supervision is not consistently provided in any of the times/locations/situations listed above.*

1c. Classrooms and common areas are pleasant and welcoming.

Fully in place: At least 90% of classrooms and offices display some welcoming, engaging, or aesthetic materials on walls, doors, desks or other surfaces (e.g., art, plants, posters, etc.).

Partially in place: Between 50%-89% of classrooms and offices display some welcoming, engaging, or aesthetic materials on walls, doors, desks or other surfaces (e.g., art, plants, posters, etc.).

Minimally in place: Between 25%-49% of classrooms and offices display some welcoming, engaging, or aesthetic materials on walls, doors, desks or other surfaces (e.g., art, plants, posters, etc.).

Not in place: Less than 25% of classrooms and offices display some welcoming, engaging, or aesthetic materials on walls, doors, desks or other surfaces (e.g., art, plants, posters, etc.).

Section 2: Adult-Student Interactions

2a. Staff maintain a calm and respectful voice and demeanor when interacting with students.

Fully in place: At least 90% of school staff maintain this demeanor in almost all instances.

Partially in place: Between 50%-89% of school staff maintain this demeanor in almost all instances.

Minimally in Place: Between 25%-49% of school staff maintain this demeanor in almost all instances.

Not in Place: Less than 25% of school staff maintain this demeanor in almost all instances.

2b. Staff respect students' personal space and do not threaten students.

Fully in place: At least 90% or more of school staff maintain this demeanor in almost all instances.

Partially in place: Between 50%- 89% of school staff maintain this demeanor in almost all instances.

Minimally in Place: Between 25%-49% of school staff maintain this demeanor in almost all instances.

Not in Place: Less than 25% of school staff maintain this demeanor in almost all instances.

2c. Adults at this school inquire about students' interests and strengths.

Fully in place: At least 90% of staff regularly communicate interest in students beyond what is required for instruction. Staff almost always know students' names and positive information about students, such as special skills, extracurricular activities or interests. Staff make efforts to learn about all students rather than just those most similar to them.

Partially in place: Between 50%-89% of staff regularly communicate interest in students beyond what is required for instruction. Those staff almost always know students' names and positive information about students, such as special skills, extracurricular activities or interests. Such interest is generally not limited to students who share a particular interest with the adult or are otherwise similar to them.

Minimally in Place: Between 25%-49% of staff regularly communicate interest in students beyond what is required for instruction. Those staff almost always know students' names and positive information about students, such as special skills, extracurricular activities or interests. Interest may be mostly directed at students who are similar to staff.

Not in Place: Less than 25% of staff regularly communicate interest in students beyond what is required for instruction.

2d. Staff at this school are culturally competent and treat all students equitably.

Fully in Place: At least 90% of staff maintain high expectations for all of their students, are culturally self-aware, show an understanding of their students' cultures, histories, languages, and communities. The staff are respectful of students' backgrounds, customs, ways of communicating, traditions, and values, and incorporate relevant aspects of students' cultures into their teaching, classroom or office environment, course materials, and practice.

Partially in place: Between 50%-89% of staff maintain high expectations for all of their students, are culturally self-aware, show an understanding of their students' cultures, histories, languages, and communities. The staff are respectful of students' backgrounds, customs, ways of communicating, traditions, and values, and incorporate relevant aspects of students' cultures into their teaching, classroom or office environment, course materials, and practice.

Minimally in place: Between 25%-49% of staff maintain high expectations for all of their students, are culturally self-aware, show an understanding of their students' cultures, histories, languages, and communities. The staff are respectful of students' backgrounds, customs, ways of communicating, traditions, and values, and incorporate relevant aspects of students' cultures into their teaching, classroom or office environment, course materials, and practice.

Not in Place: Less than 25% of staff maintain high expectations for all of their students, are culturally self-aware, show an understanding of their students' cultures, histories, languages, and communities. The staff are respectful of students' backgrounds, customs, ways of communicating, traditions, and values, and incorporate relevant aspects of students' culture into their teaching, classroom or office environment, course materials, and practice.

Section 3: Leadership & Practices

3a. Appropriate support (defined as: professional development, consultation, resources, funding) is provided for staff to implement classroom and school-wide, trauma-sensitive strategies.

Fully in place: At least 90% of the time staff feel they have the resources and assistance they need to implement trauma-sensitive strategies.

Partially in Place: Between 50%-89% of the time staff feel they have the resources and assistance they need to implement trauma-sensitive strategies.

Minimally in Place: Between 25%-49% of the time staff feel they have the resources and assistance they need to implement trauma-sensitive strategies.

Not in Place: Less than 25% of the time staff feel they have the resources and assistance they need to implement trauma-sensitive strategies.

3b. School leaders (principal, assistant principal and/or pupil services staff) are readily available to students

Fully in place: At least 90% of the time when students are in the school building, pupil services staff and/or principal, asst. principal are readily available (e.g., open door policy, visible in school common areas, etc.) to address immediate student needs.

Partially in place: Between 50%-89% of the time when students are in the school building, pupil services staff and/or principal, asst. principal are readily available (e.g., open door policy, visible in school common areas, etc.) to address immediate student needs.

Minimally in Place: Between 25%-49% of the time when students are in the school building, pupil services staff and/or principal, asst. principal are readily available (e.g., open door policy, visible in school common areas, etc.) to address immediate student needs.

Not in Place: Less than 25% of the time when students are in the school building, pupil services staff and/or principal, asst. principal are readily available (e.g., open door policy, visible in school common areas, etc.) to address immediate student needs.

3c. Implementation of trauma-sensitive strategies is part of the school's improvement plan.

Fully in Place: Implementation of TSS is formally documented in the school's improvement plan, is consistently articulated by leadership and is known to be a school-wide goal by at least 85% of staff.

Partially in Place: Implementation of TSS is formally documented in the school's improvement plan BUT is known by 50%-84% of staff.

Minimally in Place: Implementation of TSS is formally documented in the school's improvement plan BUT is known by less than 50% of staff.

Not in Place: Implementation of TSS is **NOT** formally documented in the school's improvement plan.

3d. Procedures and practices are consistently used to ensure the privacy and confidentiality of students and families.

Fully in Place: Procedures pertaining to privacy and confidentiality of students and families are practiced at

least 90% of the time.

Partially in Place: Procedures pertaining to privacy and confidentiality of students and families are practiced 50%- 89% of the time.

Minimally in Place: Procedures pertaining to privacy and confidentiality of students and families are practiced 25%- 49% of the time.

Not in Place: Procedures pertaining to privacy and confidentiality of students and families are practiced less than 25% of the time.

3e. Questions about trauma and stress are part of our student evaluations(e.g., IEPs, FBAs, 504s, etc.)

This may include staff volunteering information they have on a child's stressors or trauma, or asking the student and/or a safe parent or guardian about stressors or trauma.

Fully in Place: Trauma and stress questions are a part of all student evaluations and their inclusion is formally documented in procedures pertaining to evaluations.

Partially in Place: Trauma and stress questions are a generally accepted part of all student evaluations, however no formal policy pertaining to their inclusion is established by the school and/or district.

Minimally in Place: Trauma and stress questions are included (formally or informally) in a few, but not all, of the evaluation examples listed above.

Not in Place: Trauma and stress questions are not routinely included in any student evaluations.

3f. Time is allotted for all relevant staff to collaboratively problem-solve student issues that may be related to trauma.

Fully in Place: Standing meetings are proactively scheduled at least monthly for this purpose.

Partially in Place: Meetings are scheduled for this purpose, but occur less frequently than once a month.

Minimally In Place: Meetings to problem-solve issues related to trauma occur, but only on a reactive basis in response to a crisis.

Not in place: Staff do not meet to problem-solve issues related to trauma, even in response to a crisis.

Section 4: Staff Competence & Actions

Note: In this section "Professional Staff" includes teachers, administrators, and pupil services. "Non-Professional Staff" includes any other staff who have contact with students, e.g., custodians, bus drivers, cafeteria workers, etc. Both types of staff are important to a trauma-sensitive school because both professional and non-professional staff can interact with students.

4a. Professional staff understand the prevalence of trauma and its impact on learning.

Fully in place: At least 90% of all professional staff have been trained in this topic within the past 3 school years.

Partially in Place: Between 50%-89% of all professional staff have been trained in this topic within the past 3 school years.

Minimally in Place: Between 25%-49% of all professional staff have been trained in this topic within the past 3 school years.

Not in Place: Less than 25% of all professional staff have been trained in this topic within the past 3 school years.

4b. Non-Professional staff understand the prevalence of trauma and its impact on learning.

Fully in place: At least 90% of all non-professional staff have been trained in this topic within the past 3 school years.

Partially in Place: Between 50%-89% of all non-professional staff have been trained in this topic within the past 3 school years.

Minimally in Place: Between 25%-49% of all non-professional staff have been trained in this topic within the past 3 school years.

Not in Place: Less than 25% of all non-professional staff have been trained in this topic within the past 3 school years.

4c. Professional staff understand that challenging behaviors may be a symptom of trauma in students.

Fully in place: At least 90% of all professional staff have been trained in this topic within the past 3 school years.

Partially in Place: Between 50%-89% of all professional staff have been trained in this topic within the past 3 school years.

Minimally in Place: Between 25%-49% of all professional staff have been trained in this topic within the past 3 school years.

Not in Place: Less than 25% of all professional staff have been trained in this topic within the past 3 school years.

4d. Non-Professional Staff understand that challenging behaviors may be a symptom of trauma in students.

Fully in place: At least 90% of all non-professional staff have been trained in this topic within the past 3 school years.

Partially in Place: Between 50%-89% of all non-professional staff have been trained in this topic within the past 3 school years.

Minimally in Place: Between 25%-49% of all non-professional staff have been trained in this topic within the past 3 school years.

Not in Place: Less than 25% of all non-professional staff have been trained in this topic within the past 3 school years.

4e. Professional Staff are able to use a variety of techniques to deescalate agitated students

Fully in place: At least 90% of all professional staff have received training in non-violent deescalation techniques within the past 3 school years.

Partially in Place: Between 50%-89% of all professional staff have received training in non-violent deescalation techniques within the past 3 school years.

Minimally in Place: Between 25%-49% of all professional staff have received training in non-violent deescalation techniques within the past 3 school years.

Not in Place: Less than 25% of all professional staff have received training in non-violent deescalation techniques within the past 3 school years.

4f. Non-Professional Staff are able to use a variety of techniques to deescalate agitated students

Fully in place: At least 90% of all non-professional staff have received training in non-violent deescalation techniques within the past 3 school years.

Partially in Place: Between 50%-89% of all non-professional staff have received training in non-violent deescalation techniques within the past 3 school years.

Minimally in Place: Between 25%-49% of all non-professional staff have received training in non-violent deescalation techniques within the past 3 school years.

Not in Place: Less than 25% of all non-professional staff have received training in non-violent deescalation techniques within the past 3 school years.

4g. Professional Staff are prepared to address students' unsafe feelings following incidents.

Fully in place: At least 90% of all professional staff have been trained in this topic within the past 3 school years.

Partially in Place: Between 50%-89% of all professional staff have been trained in this topic within the past 3 school years.

Minimally in Place: Between 25%-49% of all professional staff have been trained in this topic within the past 3 school years.

Not in Place: Less than 25% of all professional staff have been trained in this topic within the past 3 school years.

4h. Non-Professional Staff know who in the school they can contact to address students' unsafe feelings following incidents.

Fully in place: At least 90% of all non-professional staff have been trained in this topic within the past 3 school years.

Partially in Place: Between 50%-89% of all non-professional staff have been trained in this topic within the past 3 school years.

Minimally in Place: Between 25%-49% of all non-professional staff have been trained in this topic within the past 3 school years.

Not in Place: Less than 25% of all non-professional staff have been trained in this topic within the past 3 school years.

4i. Staff (professional and non-professional) support one another and provide breaks, when needed.

Fully in place: At least 90% of staff provide this to their co-workers.

Partially in Place: Between 50%-89% of staff provide this to their co-workers.

Minimally in Place: Between 25%-49% of staff provide this to their co-workers.

Not in Place: Less than 25% of staff provide this to their co-workers.

Section 5: Discipline

5a. Disciplinary procedures are considered learning opportunities and include:

- A. a debriefing conversation with students about what stressors or trauma may exist in the student's life, what prompted the behavior and how it could be avoided in the future and**
- B. provision of subsequent behavioral supports, if needed.**

Fully in Place: The above is true in at least 90% of disciplinary cases.

Partially in Place: The above is true in 50%-89% of disciplinary cases.

Minimally in Place: The above is true in 25%-49% of disciplinary cases.

Not in Place: The above is true in less than 25% of disciplinary cases.

5b. Seclusion is used sparingly and with sensitivity.

In Place: Seclusion is used in school **only** when the student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, and it is the least restrictive *intervention* feasible, with attention to avoiding (re-)traumatization.

Not in Place: Seclusion is **ever** used in instances outside of the criteria listed above.

5c. Restraint is used sparingly and with sensitivity. (Note: this question only has 2 response options)

In Place: Restraint is used in school **only** when the student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, and it is the least restrictive *intervention* feasible, with attention to avoiding (re-)traumatization.

Not in Place: Restraint is **ever** used in instances outside of the criteria listed above.

5d. Parents or guardians are invited to help problem-solve and co-plan in the wake of disciplinary action, rather than simply informed.

Fully in Place: The above happens in at least 90% of disciplinary cases involving parents or guardians.

Partially in Place: The above happens in 50%-89% of disciplinary cases involving parents or guardians.

Minimally in Place: The above happens in 25%-49% of disciplinary cases involving parents or guardians.

Not in Place: Less than 25% of disciplinary cases involving parents or guardians.

Section 6: Student Competence & Power

6a. Students are taught how to recognize signs of their own distress and over-stimulation and instructed in effective strategies to manage these feelings (e.g., breathing techniques).

Fully in Place: At least 90% of students in your school building receive this instruction (both recognition and strategies) at some point before graduating or matriculating from your school (i.e., in all 9th graders in a high school or all 5th graders in a K-5 elementary school).

Partially in Place: Between 50%-89% of students in your school building receive this instruction (both recognition and strategies) before graduating or matriculating.

Minimally in Place: Between 25%-49% of students in your school building receive this instruction (both recognition and strategies) before graduating or matriculating OR a higher percentage of students are taught about one area, but not the other (i.e., to recognize signs of distress but not strategies for managing distress).

Not in Place: Less than 25% of students in your school building receive ANY of this instruction (i.e., either signs of distress or strategies for managing distress).

6b. Students can use diverse strategies to regulate their emotions (e.g., sensory objects, doodling, movement, quiet space, adult support) in classrooms and general school areas, when needed.

Fully in Place: The school has a variety of strategies available and at least 90% of teachers allow students to use available emotional regulation strategies as needed.

Partially in Place: The school has strategies available and 50%-89% of teachers allow students to use available emotional regulation strategies as needed.

Minimally in Place: Between 25%-49% of teachers allow students to use available emotional regulation strategies as needed.

Not in Place: Less than 25% of teachers allow students to use available emotional regulation strategies as needed.

6c. Students regularly have opportunities to express themselves and/or their interests in the classroom.

Fully in place: At least 90% of instructors build in opportunities each semester for students to incorporate or reflect their interests in a homework project or classroom activity (e.g., by selecting a topic of interest or a creative way of engaging a topic, such as making a film or comic book).

Partially in Place: Between 50%-89% of instructors build in opportunities each semester for students to incorporate or reflect their interests in a homework project or classroom activity (e.g., by selecting a topic of interest or a creative way of engaging a topic, such as making a film or comic book).

Minimally in Place: Between 25%-49% of instructors build in opportunities each semester for students to incorporate or reflect their interests in a homework project or classroom activity (e.g., by selecting a topic of interest or a creative way of engaging a topic, such as making a film or comic book).

Not in Place: Less than 25% of instructors build in opportunities each semester for students to incorporate or reflect their interests in a homework project or classroom activity (e.g., by selecting a topic of interest or a creative way of engaging a topic, such as making a film or comic book).