

Trauma-Sensitive Schools Activities
Department of Public Instruction
December 2014

- DPI organized a cross-system work group in 2010 focused on identifying and creating resources and professional development for educators to help them better support students impacted by trauma. This volunteer group has grown from six to 17 people and includes representatives from schools, mental health, higher education, residential settings, state agencies, and a parent peer specialist.
- A home page dedicated to trauma-sensitive schools was created to house the resources identified and created by the work group. This home page has attracted attention from educators in other states, as well as Wisconsin. (http://sspw.dpi.wi.gov/sspw_mhtrauma)
 - Webcasts, videos, and online articles to learn more about trauma and steps for schools to become more trauma-sensitive
 - Trauma-informed practices for schools cross-referenced with key areas, strategies, and associated resources
 - Resources schools can use to incorporate trauma-sensitive practices
 - Websites with information about trauma and trauma-sensitive practices for schools
 - Checklists for schools to assess their progress in adopting trauma-sensitive practices
 - Information about how the Positive Behavioral Interventions and Supports (PBIS) framework can be used to help a school become more trauma-sensitive
 - Contacts for training and technical assistance in Wisconsin
 - Presentation materials that can be used in a school in-service
 - National and Wisconsin information on Adverse Childhood Experiences (ACEs)
- DPI participates in the Wisconsin TIC Advisory Group sponsored by DHS.
- DPI has provided training on trauma and trauma-sensitive schools to its employees.
- Present work group activities are focused on:
 - Revising DPI's guidance document on Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP) to consider trauma as a possible root cause of a student's misbehavior.
 - Gathering descriptions of available professional development opportunities and adding them to the resources available on the home page.
 - Developing a description of what a trauma-sensitive school is, including 1) how to create one, 2) what it looks like, and 3) what the benefits are.
 - Developing common information/PowerPoint slides that would be included in all trainings on trauma-sensitive schools.
 - Connecting DPI's trauma-sensitive schools initiative to other related initiatives, including school mental health and PBIS.
- Scope of activities is limited due to having no dedicated staff or funds for trauma-sensitive schools.