Developing a Trauma-Informed Improvement Practice to Support Educators During COVID-19

Maia Elkana, MA, MSW
Evaluation Director, Institute for School Partnership
6 Core Principles of Improvement

1. Be **problem-focused & user-centered**
2. Attend to **variability**
3. See the **system**
4. Embrace **measurement**
5. Learn through **disciplined** inquiry
6. Organize as **networks**
Improvement Science Aim

**What will be improved?**
(clear, operational definitions)

**By how much?**
(measurable, specific, numerical goals)

**By when?**
(time frame)

**For what/whom?**
(target population/setting or system/process)
Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being. (SAMHSA, 2014)
The Four Rs of Trauma-Informed Care

1. **Realize** the impact of the trauma, and understand how it affects families, groups, communities and the individual.
2. **Recognize** the signs and symptoms of trauma in the individual, family members, staff and others involved with the system.
3. **Respond** by integrating the principles and knowledge of trauma policies, procedures and practices.
4. **Resist re-traumatizing** the individual.
Our Aim:
Support ourselves and our partners during this time of crisis
Problem-Focused & User-Centered

Driver Diagram

Draft (possibly wrong, definitely incomplete!)

- Parent support
- Student support
- Teacher support
- District/school support
- Nurturing social-emotional health

AIM: Supporting our partners during this time of crisis

- Daily structures and routines
- Access to and ability to use technology
- Activities that support STEM learning
- Ability to meet district/school requirements for remote instruction
- Connection/collaboration with other educators
- Understanding what parents & teachers need
- Deliver high-quality virtual instruction
- Fostering student engagement
- Feeling "heard"
- Prioritizing what's important given big picture

Primary Drivers

Secondary Drivers
Possibly Wrong, Definitely Incomplete
“I feel like I am navigating the ocean without a map sometimes, I want this to be the lighthouse that brings me to shore”

- Lauren Ashman, Institute for School Partnership Improvement Science Team
Thank you!

Maia Elkana
mjelkana@wustl.edu