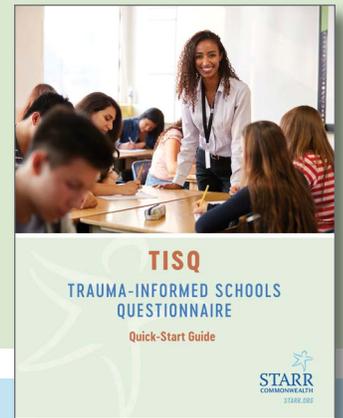


TISQ

Trauma-Informed Schools QUESTIONNAIRE

How trauma-informed and resilience-focused is your school?



What is the TISQ?

It is a survey that answers the question: **How trauma-informed and resilience-focused is your school?**

It provides a baseline measure of your school's trauma-informed practices, highlighting strengths, while identifying areas where your school can add strength-based practices to become more trauma-informed and resilience-focused.



Builds awareness.

As a **baseline assessment**, staff begin to develop an understanding of trauma-informed, resilience-focused practices and the importance of implementing these practices to establish a safe, welcoming, and effective learning environment.

Who should use the TISQ?

Any school that would like to engage staff members to commit to actions that build a safe, welcoming, and effective learning environment for all students and staff.



Invites staff to be part of the process.

By administering the TISQ to your staff, it communicates that you value their feedback and that becoming trauma-informed, and resilience-focused is a collaborative process.

Why is the TISQ important?



Administering the TISQ is an easy, first step to intervention.

Using the TISQ to capture a baseline measure signals the beginning of the intervention process. Results provide information that helps you understand the current conditions of your school—key data that helps your school determine an action plan for change.



Results can lead to change.

TISQ results will provide your school with the opportunity to identify the trauma-informed, resilience-focused practices your school is currently implementing, the efficacy of these practices, as well as areas for growth and improvement. Results help school staff think about what actions they can take to help drive change. Results can also identify how, with support from coaching and training, your school can become a flourishing trauma-informed and resilience-focused environment.



Demonstrates a commitment to becoming trauma-informed and resilience-focused.

By using the TISQ measure, it demonstrates your school's commitment to continuous program improvement. It communicates to your staff that being trauma-informed and resilience focused is a top priority.



Distinguishes your school as a model and leader.

By continuing to engage in the important work of trauma-informed, resilience-focused care, your organization will serve as a model school, committed to being a leading service provider.

How much does it cost?

Cost is dependent upon the size of staff within your individual school building as well as the number of buildings to assess. Please contact us for a quote.

How do I get started?

Please contact Starr at re@starr.org or visit starr.org/TISQ-assessment.

TISQ

Trauma-Informed Schools Questionnaire INTRODUCTION

Thank you for investing in the *Trauma-Informed Schools Questionnaire* (TISQ) and for taking this important step towards achieving your building goals and vision.

Traumatic events and toxic stress experiences negatively impact children and lead to changes in how they feel, behave, learn, view, and interact with others/ themselves. How students perceive their stress and trauma is essential to understand as we implement the steps to creating a *Trauma-Informed Resilient School*. Schools represent an opportune system for prevention and early intervention across multiple domains related to positive childhood outcomes. As the prevalence and impact of trauma and traumatic stress become increasingly understood, the push for schools to become trauma-informed has also increased (SAMHSA, 2014). The National Center for Traumatic Stress Network (NCTSN) has issued a call to action for schools to play a key role in addressing the needs of traumatized children. Because such a large number of students are impacted by trauma, school professionals are acutely aware of the challenges students face as a result of toxic stress and traumatic experiences. The creation of *Trauma-Informed Resilient Schools* must be a priority to support children's social, academic, and emotional development.

Since 1990, our Starr Commonwealth team has worked with thousands of professionals in both school and clinical settings who have taught us what matters most when working with stressed and traumatized children. It is well documented that trauma can interfere with brain development, learning and behavior, and ability to develop relationships – all of which have a negative impact on a child's school success. By understanding the impact of trauma, your team can best respond to youth in ways that reduce and even interrupt trauma's impact, support learning, and create positive school opportunities to foster and nurture resilience where students can thrive.

Substance Abuse and Mental Health Services Administration (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

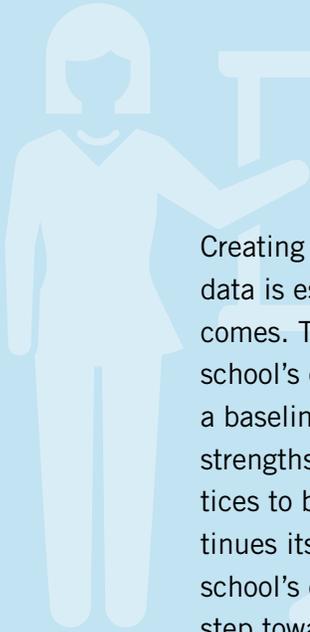
The completion of this resource has the potential to inspire a comprehensive discussion, along with action steps to implement with individuals throughout the school system to most effectively answer NCTSN's call to action. We are committed to be part of this discussion. We are honored to partner with you in this journey.

“When school professionals see students through a ‘trauma-informed, resilience-focused lens’ and recognize the impact of trauma – hidden risk factors, the role of fear in behaviors, and the unique physical needs and strengths of their students – they are able to approach students in ways that improve their ability to learn, connect with others, and develop resilience.”

Dr. Caelan Soma PsyD, LMSW
Starr Commonwealth's Chief Clinical Officer

“[Our school] is truly living and breathing the tools they have learned through our Starr and community partnerships. Staff are happier, and kids feel safe and loved. I wanted to thank [Starr] for making this partnership happen and being a major part of this collaborative work.”

Director of Behavior Support
Michigan Elementary School



TISQ Overview

Creating a *Trauma-Informed Resilient School* is an exciting process! Collecting data is essential to this process in order to monitor progress and measure outcomes. Therefore, it is important to have an evaluation blueprint for tracking your school's efforts. The Trauma-Informed Schools Questionnaire (TISQ) provides a baseline measure of your school's trauma-informed practices, highlighting strengths, while identifying areas where your school can add strength-based practices to become more trauma-informed and resilience-focused. As your school continues its efforts and interventions, additional TISQ assessments can measure your school's ongoing progress. The TISQ assessment you are about to launch is the first step towards building a resilient learning environment in which all can flourish.

The TISQ is an assessment that measures school staff members' perceptions of the frequency to which they individually, and your school collectively, exhibit trauma-informed, resilience-focused knowledge and behaviors. The assessment is best distributed to as much of your school staff as possible, (i.e., building principal, teachers, administrators, counselors, interventionists, clericals, food service staff, bus drivers, janitorial staff, etc.), as a larger audience will help you develop a larger perspective of where your building is in its journey.

The best practice for collecting data is to deploy a pre-TISQ (i.e., the product you purchased) as a baseline measure prior to intervention, so you are off to a great start!

The TISQ will not only provide you an overall score for your building, but also a score within each of the ten categories below that correspond with our 10 Steps to Create a Trauma-Informed, Resilient School:

1. **Focus on Resilience**
2. **Understand Trauma as an Experience**
3. **Foster Connections**
4. **Prioritize Social and Emotional Skill Development**
5. **Establish Emotional and Physical Safety**
6. **Promote Play**
7. **Believe the Link Between Private Logic and Behavior**
8. **Collaborate with Families and Communities**
9. **Support Staff**
10. **Collect and Share Outcomes**



Trauma-Informed Schools Questionnaire (TISQ)

The Trauma-Informed Schools Questionnaire (TISQ) measures school staff members' perceptions of the frequency to which they individually, and their school collectively, exhibit trauma-informed, resilience-focused knowledge and behaviors. Starr is in the process of testing the reliability and validity of this tool for its intended use. The Pre-TISQ is deployed as a baseline measure prior to intervention; a Benchmark-TISQ (B-TISQ) is deployed as a tracking measure for the trauma-informed, resilience-focused benchmarks achieved; finally, a Post-TISQ is deployed as a post measure after the interventions have been fully implemented. There are 10 TISQ subscales that make up the overall TISQ tool. Each subscale contains three statements measured by frequency from 1-5 (Never to Always), with each subscale average ranging from 1-5, and a total TISQ score average ranging from 1-5. Score ranges indicate whether a school is in its discovering, evolving, or flourishing phase of its trauma-informed, resilience-focused journey.



Snapshot of the TISQ*

CHECK ONE:

- Administrator
 Instructional
 Staff
 Non-Instructional Staff
 Other (specify) _____

INSTRUCTIONS:

Read each statement below and write the number that corresponds to the most appropriate answer in the box next to the statement.

ANSWERS:

- 1 - Never
- 2 - Once in a great while
- 3 - Some of the time
- 4 - Most of the time
- 5 - Always

Domain	Sample Question	Answer
FOCUS ON RESILIENCE	Most staff at my school practice strength-based approaches to classroom management (i.e., understand that behavior can be driven by unmet needs).	
AWARENESS & UNDERSTANDING OF TRAUMA AS AN EXPERIENCE	Most staff at my school approach interactions with students with an understanding of how trauma impacts the brain (i.e., emotions, behavior, and ability to learn).	
FOSTER CONNECTIONS	My school is intentional about making students feel connected to at least one person in the school setting (e.g., an adult or a peer).	
PRIORITIZE SOCIAL & EMOTIONAL SKILLS	My school models strategies to improve emotional regulation with students.	
EMOTIONAL & PHYSICAL SAFETY	My school has meaningful rules (e.g., encourages kindness, safety, and respect for all).	
PROMOTE PLAY	My school builds play-based activities into learning.	
BELIEVE IN THE LINK BETWEEN PRIVATE LOGIC & BEHAVIOR	My school considers how a student's view of "self" impacts their interactions.	
COLLABORATE WITH FAMILIES & COMMUNITIES	My school partners with families to make the school experience the best it can be for students.	
SUPPORT STAFF	My school supports staff with opportunities for self-care.	
COLLECT & SHARE OUTCOMES	My school uses trauma-informed, resilience-focused behavior support plans to assess the effectiveness of individual strategies with students.	

This is a sample extract and not the full TISQ.

For the full TISQ tool, or to have Starr Commonwealth complete the analysis of your TISQ, please contact re@starr.org.

Frequently Asked Questions (FAQs)

What is the final product of the TISQ?

- One overall report that summarizes your staff's current perceptions on the implementation of your school's trauma-informed resilience focused practices. Think of this as a "snap-shot" in time.
 - If a future Benchmark-TISQ is desired to monitor progress and measure growth, please share this desire with your Starr contact during your onboarding session, and we can build this into your timeline (at an additional cost).

Is there a limit on the number of staff submissions for the TISQ?

- Yes, each staff member is permitted to submit one survey, with the total number of submissions determined by the level you or your administrator purchased. Once that threshold has been reached (e.g., 49 staff members for Level 1), no additional submissions can be entered/counted for the survey. If you need to adjust the level or number of surveys prior to survey deployment, please share this with your Starr contact.

What counts as a submission?

- After you or your Project Leader distributes the TISQ link to your building staff, the first time they access the link the submission process has started. This is a system limitation, so please ensure the link to the TISQ is only distributed to those from whom you wish to collect feedback.

Can I collect feedback from District/ISD staff outside of my building?

- The TISQ is designed as a building-specific tool intended to report on results per school. If you are interested in completing a larger district or cross-building assessment (e.g., all K-12 schools), please share this desire during your onboarding meeting with your Starr contact – as they will be able to help customize the survey process to achieve your goals.

How long will it take (from start to finish) to complete the pre-TISQ assessment?

- Timing is dependent on the date of purchase, onboarding meeting and results, and the desired timeframe for implementation. Once these details have been confirmed with your Starr contact, the survey can be distributed and a final report prepared for your school in as little as a month.

Is the final report provided in a format I can share directly with my Administration, School Board, Foundations, etc.?

- Yes, the report we generate is customized to your school and results, and is presented in a manner that is easy for any audience to review and understand. That said, we encourage you to make the report your own and to present it in a way that meets the needs of each specific audience. If additional support is required in this space (e.g., enhanced data visualization, benchmark comparisons, etc.), please review this and your overall goals for the final report with your Starr contact during your onboarding session.

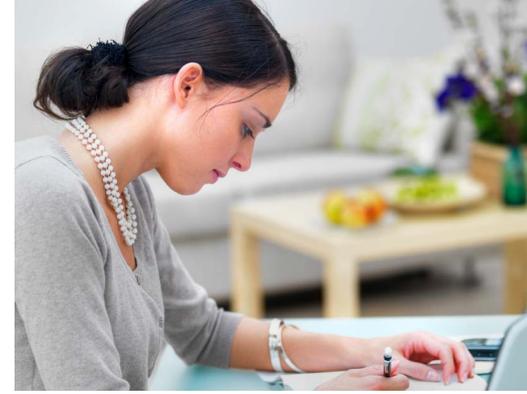




TRAINING & COACHING



ONLINE COURSES



CERTIFICATION



13725 Starr Commonwealth Rd.
Albion, MI 49224-9525

800.837.5591 • 517.629.5591 • info@starr.org

Starr Commonwealth is a nonprofit organization serving children and families, regardless of race, religion, color, or national origin.

Starr Commonwealth is accredited by the Council on Accreditation.

Founded in 1913, Starr is licensed by the State of Michigan.

The Albion campus is a Michigan Historic Site.

Starr Commonwealth receives funds from social agencies, foundations, corporations, and individuals.



A+



@Starr1913



@StarrCommon



@StarrCommonwealth



@StarrCommonwealth