




**SCHOOL OF SOCIAL WORK
TRAUMA-INFORMED PROGRAMS
AND PRACTICES FOR SCHOOLS**
UNIVERSITY OF MICHIGAN

TRAUMA INFORMED PROGRAMS AND PRACTICES FOR SCHOOLS (TIPPS)

An Implementation Guide

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ABOUT THIS GUIDE

This guide provides users of the Trauma-Informed Programs and Practices (TIPPS) framework with a structure to effectively implement the TIPPS 10 core pillars. As shown in **Figure 1**, this structure aligns the “what” (e.g., principles, instructional strategies and practices under each pillar) with the “how” of implementing these strategies and practices. **In developing this guide, our intent is to help users of the TIPPS framework move their work forward and to anticipate where they might encounter barriers to implementing their work effectively.**

CONNECTING THE “WHAT” TO THE “HOW” OF IMPLEMENTATION

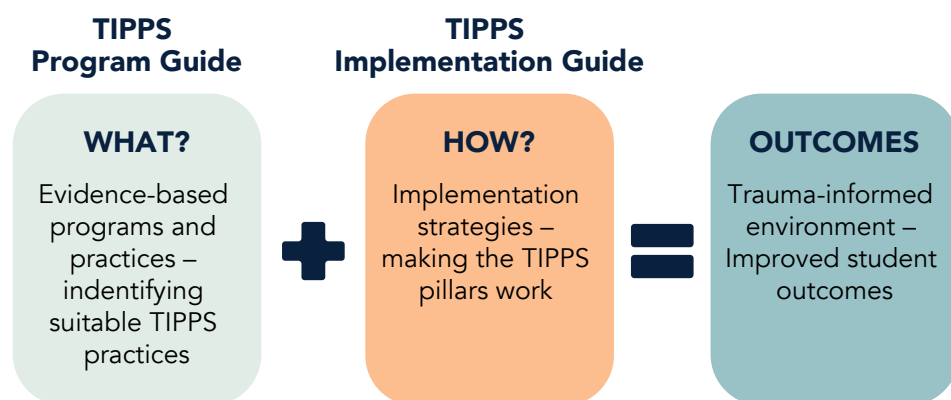


Figure 1

The guide introduces a 4-phase implementation model (Herrenkohl et al., 2016). This model provides a structure for **Phase 1: Visioning**, **Phase 2: Planning**, **Phase 3: Implementing**, and **Phase 4: Sustainability** TIPPS-related strategies and practices within and across the 10 pillars. Within each of these phases, we provide a number of free resources that align with objectives of that phase. The resources are examples and are not intended to serve as an exhaustive list or prescribed set of tools. They are designed to help users of the guide anticipate and what they are likely to encounter at a particular phase of the change process. In fact, we hope users will actively search for tools (e.g., checklists, rubrics, measures) that are not in the guide but are suited to the work they want to do because **each school must tailor its implementation process to**

its particular goals and objectives. In this guide, we describe the 4-phase model, and connect each phase to activities, resources and outcomes related to applying the TIPPS framework.

THE 4-PHASE IMPLEMENTATION MODEL

It is helpful to divide the implementation process into distinct phases, as shown in the figure below. Each phase is interdependent, and the work within one phase will likely overlap with work in another. In this way, the implementation process as a whole will be cyclical and ongoing (continuous). Seeing the work of implementation as a continuous process encourages us to ask questions like: “Are we meeting our goals?” and “What can we do better?”

System Framework for Quality School-Based Programs

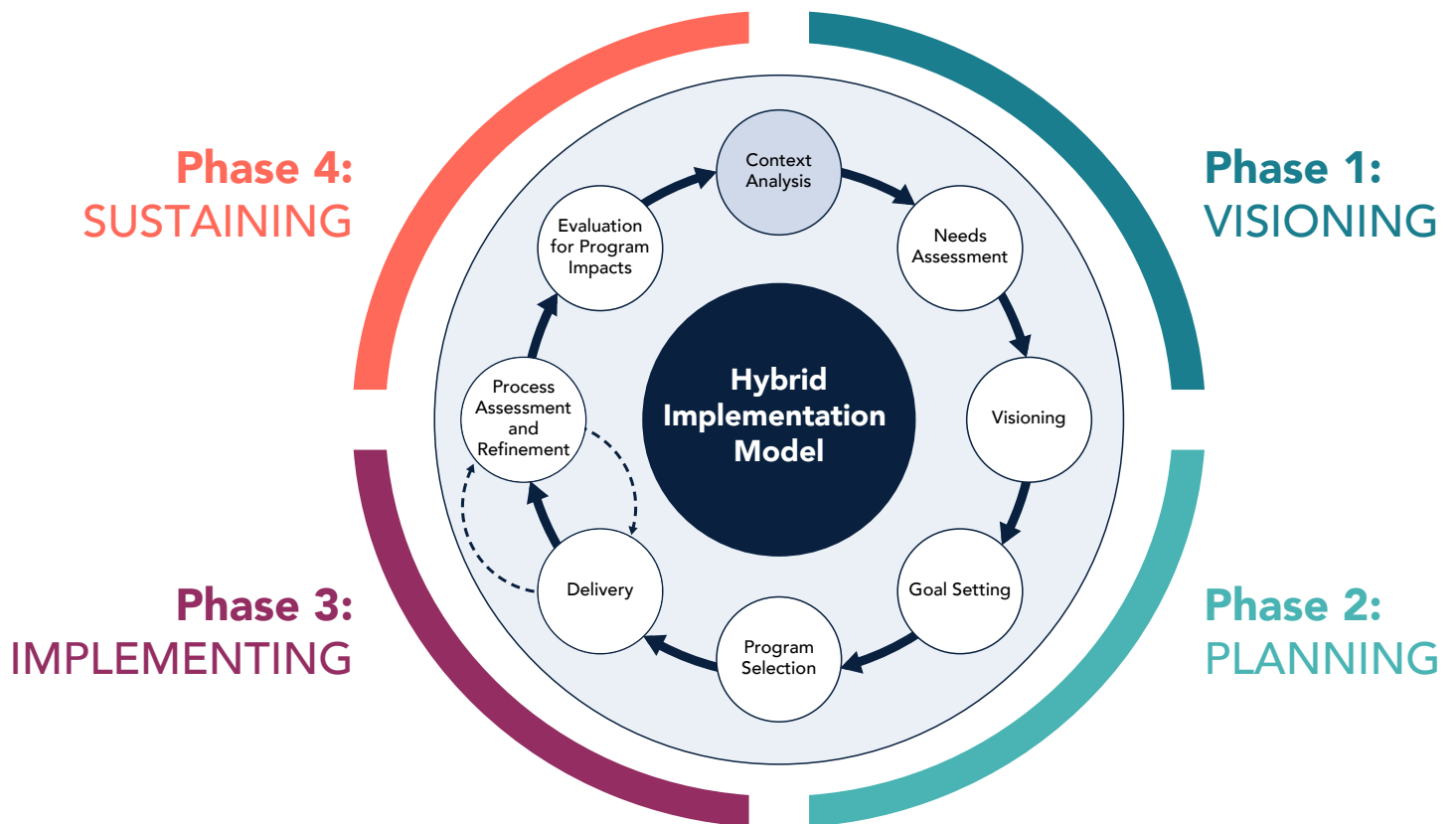


Figure 2

DATA-DRIVEN DECISION MAKING:

"Data-driven decision making is a process that uses data to plan, implement, and refine a program."

The 4-phase implementation model emphasizes the importance of data-driven decision-making and quality improvement. We call it a "hybrid" model because it blends ideas of program and intervention mapping. The framework encourages careful, systematic planning that links objectives of an initiative to processes and outcomes.

Phase 1 of the 4-phase model is "Visioning." Visioning helps align programs and practices with the needs and ideas of an organization and its stakeholders. Phase 2 is "Planning." In this phase, the emphasis is on assessing how any new initiative aligns with a school's vision (Phase 1) and the structures, resources, and capacity of the organization to fully engage its implementation. Phase 3 is "Implementing." This is the active phase of implementation in which the goal is to assess how implementation is proceeding and whether adjustments are needed. Phase 4, the final phase of the model, shifts the focus to evaluating program impacts and planning for sustainability.

Phase 1: VISIONING

"Visioning" is a period of appraisal. Here, the goal is to have users of the TIPPS framework think about what they want to achieve and how they will get there. Having a shared vision for the implementation of any school-based program is essential to successful implementation and sustainability of that program. Clarifying a working plan at the outset centers an organization's goals and values in ways that will strengthen the implementation of TIPPS-related initiatives. Visioning supports successful adoption by aligning selected programs and practices with the organization's needs and context.

Phase 1 starts by assessing the school context. Some might think of this as a needs and capacity assessment or formative evaluation. Understanding the local culture and context of schools is vital to creating and sustaining meaningful change. The culture and climate within a school are what make it distinct from other schools and reflect its core values, traditions, and routines. Although certain elements of school-based trauma responses (i.e., the TIPPS-related programs and practices) will likely generalize across settings, some will fit more or less well in certain contexts. In large and highly diverse school settings, for example, unique challenges can arise when cultural values, needs, and expectations of families and students differ from those of school leadership. Assessing school readiness to take up new initiatives is a critical component of early visioning.

A “ground-level” needs and capacity assessment, including a review of policies and procedures, resources, and staffing can prove helpful in helping to chart a course for the onboarding of new initiatives. Tools that can be used at this stage of implementation include surveys of administrators and staff to assess the culture and context of schools, policies and procedures, and readiness for new initiatives; inventories of programs and practices; and interviews and focus groups with teachers, parents, and other stakeholders. It takes effort to do this visioning work well, but time at this phase of the process will ensure a smoother transition to planning and active implementation in Phases 2 and 3.

Phase 1: VISIONING RESOURCES

1. Focus on tools that will help identify goals and values that will promote a shared vision across leaders and school professionals. These links provide many different tools and templates that school leadership teams can use to begin their visioning process.

- Free Resources:
 - Friendly-Schools includes [many great rubrics and check-lists](#).
 - Friendly-Schools Building Capacity [rubric](#)
 - Friendly-Schools [implementation toolkit](#)
 - [Priority Setting Questionnaire](#) from CASEL
 - [Support and Plan rubric](#) from CASEL

Phase 2: PLANNING






The need for careful, localized planning is reflected in research that shows a high rate of failure in school-based programs (Durlak & Dupre, 2008). According to research, attempts at program enhancements often fail, not because the ideas underlying the effort aren’t sound, but because schools lack the leadership, capacity, and resources to successfully implement and sustain the initiative – or because there is a misfit between “the values, practices, and structures” of an established program (Owens et al., 2014). Additionally, efforts are undermined by a lack of planning and analysis that considers the resources available within an organization for new initiatives.

In Phase 2, attention is given to assessing how a new initiative aligns with a school’s vision (Phase 1) and the structures, resources, and capacity of the organization to fully engage its implementation. It is also important to clarify the “levels of intervention targeted for change” (e.g., classroom versus school) and the processes anticipated to produce the proximal and distal effects (outcomes) that are sought (Schaughency & Ervin, 2006).

A key feature of this phase is developing an implementation plan. An implementation plan aids in providing a roadmap to successfully implement the TIPPS programs and practices. It includes anticipated implementation supports needed to address barriers identified in Phase 1. It also includes specific tools to assess the process of implementation and program outcomes.

Example Logic Model

Logic models (see example below) are useful for planning evidence based practice implementation. Logic models align resources and activities of a new initiative with outputs, outcomes, and impacts. The use of logic models encourages data-driven decision-making (Mandinach, 2012) and enhances collaboration and communication among stakeholders.

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Resources available for the implementation of a new initiative	Actions taken to implement a new initiative	Products or direct results of a new initiative	Short and long-term outcomes or products	Individual and system-level changes
 What resources are needed (e.g., staffing, space, PD and training materials) to implement this initiative?	 What are the active components (e.g., practices, policy changes) of the initiative?	 What are the products of these activities?	 What are the short, intermediate, and long-term outcomes of this initiative?	 What are the enduring changes this initiative will produce?

Phase 2: PLANNING RESOURCES

1. Use these tools to assess the current readiness/capacity of the school to begin an initiative.

- Free Resources:
 - Friendly-Schools [Implementation Toolkit C](#)
 - Friendly-Schools [Building a Supportive School Culture Rubric](#)

2. Assess whether the planned activities of the new initiative align with school's resources and capacity.

- Free Resource:
 - [W.K. Kellogg-Logic Model Development \(Checklist – Exercise 2\)](#)-Refer to Pg. 23
 - [RE-AIM planning tool](#)

Phase 3: IMPLEMENTING

In the active phase of implementing a new program, ongoing assessment is vital to determine how the programs and practices are being implemented and to identify new or ongoing barriers (Proctor, 2011). This phase is guided by an implementation plan developed during the planning phase (Phase 2). During Phase 3, organizations assess how implementation is proceeding and then adjust their approach to improve their plans. Without such monitoring and support, it is likely that efforts will fall short of the goals and outcomes that are envisioned. Change resulting from any new initiative takes time, so understanding when changes are likely to occur is important.

Data-driven decision making and feedback systems are critical to effective implementation (Mandinach, 2012). The figure below illustrates how data are used to guide revisions for quality improvement. After a new program is initiated, data are collected to assess how the program is being implemented and whether goals are being met. Data collected during this assessment are then used to make revisions, as needed. As noted earlier, data should be collected continuously throughout the implementation process so that refinements to a program can occur in real time.

There are a number of factors (barriers) that can affect the implementation of new initiatives (Durlak & Dupre, 2008). These include context and organizational factors (e.g., climate, norms, flexibility), providers (e.g., perception of the need and potential benefits of a program; confidence in being able to enact changes required of the new program; skills to implement), and aspects of the program itself (e.g., compatibility of the program with other initiatives, adaptability of the program to the local context). Accounting for these factors through systematic planning in Phase 2 (planning) will lessen the likelihood these barriers will adversely impact the implementation of a program during this phase.

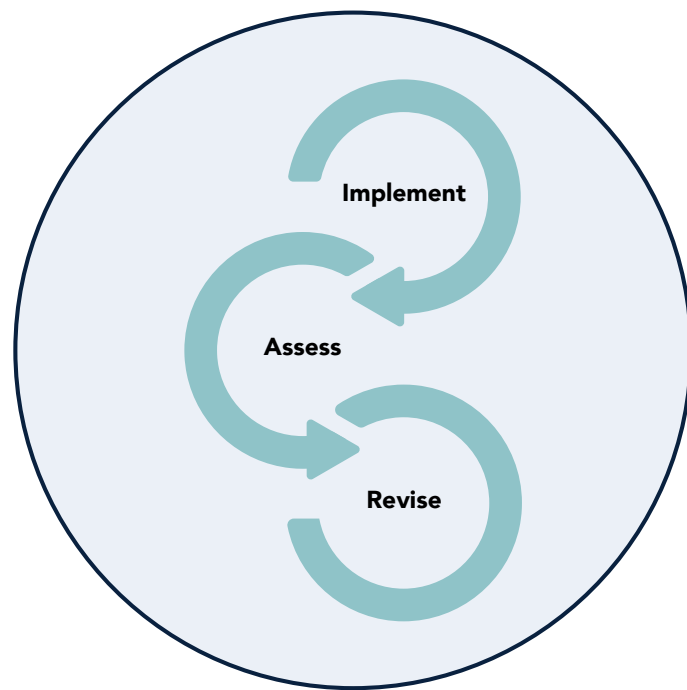


Figure 3

FIDELITY:

Fidelity is a measure of how well a program or practice is delivered.

Part of Phase 3 is assessing implementation success. Schools can use fidelity and implementation rubrics to investigate how activities are progressing and whether goals are being achieved. Data can also help deepen expertise in core areas and facilitate the uptake, use, and sustainment of particular approaches. Surveys, logs, and narrative summaries can help track progress in key areas, such as the level of participation in one activity or another. As work progresses, attention can shift to documenting ongoing implementation barriers and areas requiring further innovation.

Phase 3: IMPLEMENTATION RESOURCES

1. Monitoring resources to help guide discussion around what is and is not working.

- Free Resource:
 - [Adoption of Trauma-Informed Practices in Schools](#)
 - [School Staff Trauma-Informed Competencies Assessment](#)

2. Understanding impact of the initiative within the school and your community.

- Free Resource:
 - [School Climate Survey Compendium](#)
 - [Outcomes: Implementation using RE-AIM framework](#)
- General evaluation guides
 - [Community Toolbox: Guide for Program Evaluation](#)
 - [CDC Evaluation Tools](#)

Phase 4: SUSTAINING

Phase 4 is the Sustaining phase. Planning for sustainability is most beneficial in the earliest phases of an organizational change process, and work related to sustainability becomes increasingly more important as the evaluation cycle progresses. In the sustaining phase of the implementation framework, evaluation of program outcomes and impacts are a primary focus. Outcome data can be used to guide the development and execution of a sustainment plan, which details intent and action steps related to a program's maintenance after funding has ended (Kilbourne et al., 2019). Refinement of program components made throughout the active phases of program implementation help to ensure a program's continuation.

Another important feature of the sustaining phase is identifying the processes and supports needed to ensure continued use of the programs and/or practices. This will help ensure desired outcomes are achieved. A central component to sustainability is assessing program inputs, costs, and benefits (e.g., What will it cost to continue this initiative for the next year? Two years? Three to five years?). The Costs of Implementing New Strategies (COINS) model is one example of a tool that can be used for cost and cost-benefit analyses. COINS aids stakeholders and decision makers in identifying a range of costs across phases of implementation (e.g., pre-implementation, implementation, and sustainability) to assess resources required to replicate a program in similar contexts (Ritzwoller, Sukhanova, Gaglio, & Glasgow, 2009; Saldana, Chamberlain, Bradford, Campbell, & Landsverk, 2014).

Phase 4: **SUSTAINING RESOURCES**

1. **Resources to help understand the complexity of sustaining a new initiative in your school. Sustainability is an ongoing process of monitoring and continuous quality improvement. Sustainability also involves considering the resources needed to engage in such activities to create and maintain trauma-informed schools.**
 - Free Resources:
 - [Program Sustainability Assessment Tool](#) from PSAT
 - [Sustainability Planning Steps](#) from PSAT
 - [CDC: Economic Evaluation Resource](#)
 - [VA Health Economics Resource Center tools](#)
 - [RE-AIM Planning Checklist](#)-reviews the phases in our model and helps provide clarity of the impact of your program within your school.
 - [Guiding Questions](#) from RE-AIM
 - [Sustainability Toolkit](#) from SAMHSA (Substance Abuse and Mental Health Services Administration)
 - Refer to Pg. 6-9 for an activity.
 - Refer to Pg. 12 for an interactive figure.
 - Refer to Pg. 18-19 for a planning template.

TIPPS IMPLEMENTATION ROADMAP:

Matching Phases of Implementation to the TIPPS Framework

FOCUS	ACTIVITIES	OUTCOMES
Phase 1-Visioning: A collaborative effort to assess needs, capacity, and readiness of the organization (e.g., school) for uptake of TIPPS initiatives. Identify appropriate TIPPS programs and practices for implementation.		
<ul style="list-style-type: none"> – Leadership and organizational structures – Local cultures and values – Climate: adoption of new innovation is supported by the organization – Communication and feedback channels – Family and community engagement 	<ul style="list-style-type: none"> – Inventory of existing programs and practices – Assess features of the organization (e.g., culture, climate) through use of questionnaires, interviews, observations, checklists, and/or surveys – From program guide activities: identify potential TIPPS goals and initiatives 	<ul style="list-style-type: none"> – List of key system and context supports (and barriers) related to the organization and TIPPS implementation – Summary of goals and recommendations – Identify capacity gaps in achieving successful implementation of TIPPS initiatives
Phase 2-Planning: Plan the connection between the goals and activities (Phase 1-Visioning) to align with your schools' readiness to uptake new initiatives.		
<ul style="list-style-type: none"> – TIPPS program vetting and selection – Implementation plan/team – Professional development – Family and community engagement – Potential barriers and implementation needs 	<ul style="list-style-type: none"> – Review Phase 1 assessments – Identify an implementation team – Develop an implementation plan – Select tools and templates to guide the planning and implementation of initiative – PD for leadership and program implementers. – Plan to ongoing support & evaluation 	<ul style="list-style-type: none"> – Selected TIPPS activities – Structured plan for implementation – List of potential implementation barriers/gaps and strategies to mitigate them

Phase 3-Implementing: Assess and refine program delivery to ensure quality implementation

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> - Program delivery and refinement - Communication and feedback channels - Monitoring the implementation process - Adjust implementation strategies/supports - Early investigation of program impacts | <ul style="list-style-type: none"> - Fidelity/Implementation checklists/rubrics - Surveys of administrators and staff, family and community partners - Focus groups for formative assessments - Student assessments - Tools to assess ongoing/evolving implementation challenges | <ul style="list-style-type: none"> - Data analysis to inform decision making for quality improvement and sustainability - Analyze and refine implementation plan - Identify new barriers and suitable strategies to address them - Goals for sustainability (documentation of resources and needs) |
|--|---|--|

Phase 4-Sustaining: Measure program outcomes and impacts to examine ongoing quality improvement goals and support sustainability

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> - Evaluation of program impacts including student behaviors, skills, and mindsets; schools/classroom climate - Goals for sustainability and acquisition of resources | <ul style="list-style-type: none"> - Assess program impacts, attainment of goals/objectives - Identify areas for capacity building to support TIPPS implementation - Plan for ongoing monitoring and quality improvement | <ul style="list-style-type: none"> - Summary of program impacts, implications, and recommendations - Goals for enhancing, and sustaining SEL content - Goals for ongoing monitoring, implementation supports |
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Community partners include the Michigan Department of Education, Michigan Department of Health and Human Services, Michigan School Health Coordinator Association, Michigan Association of Elementary and Middle School Principals

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